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ABSTRACT

This study was addressed to the question, "Can change be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the teachers have been exposed to in-service training programs?" Twenty teachers representing grades kindergarten through high school participated. Two in-service programs were compared. The study design provided for ten teachers to live in the ghetto for five days and ten teachers in a classroom setting, to study about racial difference and poverty as it existed in the local community. Members of the latter group were exposed to some group dynamics training. The second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. These units were studied by curriculum specialists to determine if there were any discernable difference in their content or structure. All teacher participants were psychologically evaluated in a pre-test, post-test design, with 12 months' lapse in testing. Sixteen teachers taught their social studies students, a population of 537, a month long unit entitled "Race and Poverty in the Inner City." Teachers were asked to administer to their students in a pre-test, post-test design, three questions: What is a City, What is Poverty, and Who is a Negro? A ten percent sample of students' replies was selected randomly and coded. (Author/JM)

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

AN EXPLORATORY STUDY OF TWO IN-SERVICE TRAINING PROGRAMS FOR TWENTY TEACHERS ON RACE AND POVERTY IN THE INNER CITY

by

Elizabeth Robinson Boyce

B.S. Boston University 1940
M.A. Boston University 1957

Submitted in partial fulfillment of the
requirements for the degree of
Doctor of Education

1972

ED 068922

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DISSERTATION ABSTRACT

AN EXPLORATORY STUDY OF TWO IN-SERVICE TRAINING PROGRAMS FOR TWENTY TEACHERS ON RACE AND POVERTY IN THE INNER CITY

(Order No.)

Elizabeth Robinson Boyce, Ed.D.
Boston University School of Education, 1972

Major Professor: Stuart A. Marshall
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This study was addressed to the question, "Can change be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the teachers have been exposed to in-service training programs?"

Study purposes were to determine which of two in-service programs would train teachers to bring about greater attitudinal changes in their students in regard to racial differences and conditions of economic deprivation.

The study design provided for ten teachers to live in the ghetto for five days and ten teachers in a classroom setting, to study about racial difference and poverty as it existed in the local community. Members of the latter group were exposed to some group dynamics training.

The second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. These units were studied by curriculum specialists to determine if there was any discernible difference in their content or structure.

All teacher participants were administered, in a pre-test, post-test design, with twelve months' lapse in testing, the Bogardus Social Distance Scale and two Data Collection Schedules constructed by local agencies specifically for the project. The purpose of this model was to determine if any change in attitude, either positive or negative, had occured. A Participants' Questionnaire and the Rokeach Dogmatism Form E was also administered.

Sixteen teachers taught their social studies students, a population of 537, a month long unit entitled Race and Poverty in the Inner City. Teachers were asked to administer to their students in a pre-test, post-test design three questions, What is a City, What is Poverty?, and Who is a Negro? A ten percent sample of students' pre and post-test replies was selected randomly and coded. Two professors and one teacher served as judges to identify the pre and post-test answers.

Hypotheses

A. That there will be a change of attitude toward race and poverty among students and teachers in both groups.

B. That there will be a greater change in attitudes toward race and poverty in students taught by teachers who lived in the ghetto during their in-service training than in those students taught by teachers who had the classroom experience.

C. That there will be a greater change in attitudes toward race and poverty expressed by teachers who lived in the ghetto during their in-service training than those who had the classroom experience.

D. That there will be no discernible difference in the content or construction of the units developed by the two in-service workshops.

Summary of Findings and Conclusions

None of the hypotheses was supported.

There was no definitive change of attitude toward race and poverty among students or teachers in either workshop group.

There was no greater change in attitude toward race and poverty among students of teachers whose in-service workshop took place in the ghetto.

No definitive change in teachers' attitudes towards race and poverty occured in teachers who lived in the ghetto during their in-service training.

There was a recognizable difference in quality of composition, content and suggested process between the units designed by members of the two workshops. The units constructed by the classroom group were judged to be of superior quality.

Teachers' Rokeach Dogmatism Scale scores indicated that a teacher's degree of dogmatism was not necessarily related to his ability to change students' attitudes in the classroom.

The curriculum developed by the classroom workshop group was judged superior in content and construction. Therefore, it was determined that on-site experience does not necessarily provide teachers with the skill to develop more effective curriculum.

In the affective domain, there was some indication that the group dynamics experience influenced the classroom group teachers and the on-site experience influenced the live-in group teachers.

In view of existing social tensions the findings of this study are worthy of consideration.

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CHAPTER I

THE PROBLEM

Many factors contribute to social,[1] economic,[2] and educational[3] inequality in this nation. The social stratification of this country which is a contributory factor in this problem has been well-established over the years. Although social class has aspects of fluidity most sociologists can agree on broad groupings.[4] This study concerns itself with the population in the lower social and economic stratas. The economic aspects of the problem are far too pervasive and entrenched in our society to be the focus of this study. Yet, the resultant problems which the social and economic systems impose on the educational climate tend to be a restraining force in attaining excellence in education and, therefore, become a dimension of this study.

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1. Bernard C. Rosen, "The Achievement Syndrome: A Psychocultural Dimension of Social Stratification," American Sociological Review, XXI(April 1956), 203-215; Raymond W. Mack, Race, Class and Power (New York: American Book Company 1963); Milton M. Gordon, Assimilation in American Life (New York: Oxford University Press, 1964); Oscar Handlin, Race and Nationality in American Life (New York: Doubleday Anchor Books 1957); Frank Fiessman, The Culturally Deprived Child (New York: Harper and Row, 1962).

2. John K. Galbraith, "An Attack on Poverty," Harpers Magazine, CCXXVII (March, 1964) 16-26; James B. Conant, Slums and Suburbs (New York: A Signet Book, 1961); Margaret Gordon (ed.) Poverty in America (California: Chandler Publishing Co., 1965); Fred Krinskey and Joseph Baskin, The Welfare State: Who is My Brother's Keeper? (Beverly Hills: Glencoe Press, 1968).

3. Arnold B. Cheyney, Teaching Culturally Disadvantaged in the Elementary School (Ohio: Charles E. Merrill, 1967); Kenneth B. Clark, Education in Depressed Areas (New York: Teachers College, Columbia University, 1965).

4. W. Lloyd Warner and Paul S. Lunt, The Social Life of a Modern Community, Yankee Series, I (New Haven: Yale University Press, 1942) and Milton M. Gordon, op. cit., 40-59.

Although the process of economic stratification in this country follows an historic pattern where the have-nots far out number the haves, Schottland points out that poverty is decreasing in this country.[5] However, deep pockets of poverty still remain in our nation, not only in Appalachia but in our teaming, over-crowded urban centers. The problem of establishing an educational process which will meet the needs of inner city students, assist them to have positive attitudes toward those who are racially different, and assist them to accept those who are culturally different is a major challenge of our generation.

Prejudice is acquired through a gradual process and at an early age. Establishing group identity and allegiance is completed before the student reaches high school in most instances.[6] The educator must then work to erase the sting of that prejudice which is the result of social, economic and educational deprivation. Lasker found that children's racial attitudes mirror those of their environment. How children feel about ethnic groups is a result, for the most part, of their classroom learning.[7]

The charge is made to the teacher, then, to provide the classroom climate, to direct the learning experiences, and to promote an attitude of understanding and acceptance among his students of those economically, socially and culturally different. Confronting the child with valid information about different groups is a dramatic

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5. Charles I. Schottland, "Poverty and Income Maintenance for the Aged," Poverty in America, (ed.) Margaret S. Gordon (California: Chandler Publishing Co., 1965), p. 227.

6. Gardner Murphy, Lois B. Murphy, and Theodore M. Newcomb, Experimental Social Psychology (New York: Harper and Brothers Publishers, 1937), p. 928.

7. Bruno Lasker, Race Attitudes in Children (New York: First Greenwood Press Reprinting, 1968), p. 262.

method of combating prejudice.[8] Thus, the task of the educator is to play a leadership role in improving understanding for Bettleheim says, "There is little doubt that at present education provides the most hopeful long-term approach for changing interethnic relations..."[9]

The focus of this study is on the teacher, his attitudes toward cultural ethnic and racial diversity and the teachers' effectiveness in changing his students' attitudes.

Purposes of the Study

The purposes of this study were to determine whether or not change can be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the teachers have been exposed to in-service programs. Teacher participants were divided into two groups and each group was provided a different learning experience in the in-service workshop program. A ten percent sample of 537 students of these teachers was selected to determine which group of teachers brought about more change either positive or negative in their students.

Detailed purposes of the study are listed below.

I. Primary Purpose

To determine which of two in-service programs will train teachers to bring about greater attitudinal changes in their students regarding racial differences and conditions of poverty.

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8. Ibid., p. 269.

9. Bruno Bettleheim and Morris Janowitz, Dynamics of Prejudice (New York: Harper Brothers, 1950), p. 177.

II. Secondary Purposes

A. To measure the attitudes of ten teachers toward race and poverty before they are exposed to a workshop comprised of a living in the ghetto experience and to measure the attitudes of ten teachers before they are exposed to a workshop comprised of an intellectual classroom presentation about life in the ghetto.

B. To have teachers in both workshops construct a month long unit entitled "Race and Poverty in the Inner City" and to have both groups of teachers teach these units in their classrooms.

C. To pre-test and post-test the students who will be taught the unit "Race and Poverty in the Inner City" in order to determine if attitudinal changes have occurred within the students after being taught the unit.

D. To post-test both groups of teachers at the conclusion of their teaching the unit on "Race and Poverty in the Inner City" to determine what attitudinal change has taken place.

Hypotheses

A. That there will be a change of attitude toward race and poverty among students and teachers in both groups.

B. That there will be a greater change in attitudes toward race and poverty in students taught by teachers who lived in the ghetto during their in-service training than in those students taught by teachers who had the classroom experience.

C. That there will be a greater change in attitudes toward race and poverty expressed by teachers who lived in the ghetto during their in-service training than in those who had the classroom experience.

D. That there will be no discernible difference in the content or construction of the units developed by the two in-service workshops.

Basic Assumptions

A. That teachers participating in the study will have attitudes toward racial difference and poverty.

B. That students being taught the unit "Race and Poverty in the Inner City" constructed by the workshop participants will have attitudes toward racial difference and poverty.

C. That there will be differences in the classroom style of the teachers in the presentation of the units "Race and Poverty in the Inner City."

D. That it is possible to change teacher attitude toward race and poverty through in-service training.

E. That it is possible to change student attitudes in the classroom.

F. That students and teachers participating in a workshop concerned with attitudes toward race and poverty will change attitudes toward race and poverty more than students and teachers not exposed to such a program.

Scope and Limitation

This study is limited to teachers and students of the Cambridge, Massachusetts school system.

This study is limited to a group of twenty teachers who volunteered to participate.

The students selected were students of the teachers in the in-service training program.

This study occurred between July 7, 1969 and June 30, 1970.

For the purpose of this study it was assumed that the questions asked to measure attitudinal change were valid. It was recognized that some participants would be better verbalizers than others, and that some participants would give answers they felt were socially acceptable.

Definitions

In-Service Training Program - - A two week experience designed in two parts to assist teachers to learn about conditions of economic deprivation, racial difference and the tensions generated by these two in the inner city.

Workshop I - - A sub-division of the in-service training program composed of ten teachers selected on a volunteer basis who will live in the South End of Boston as part of their workshop experience.

Workshop II - - A sub-division of the in-service training program composed of ten teachers selected on a volunteer basis who will study about conditions of race and poverty and be exposed to sensitivity training. This workshop will be conducted in a classroom setting.

Ghetto - - The South End of Boston and adjacent areas where great ethnic diversity and conditions of economic deprivation exist.

Poverty - - The economic condition of those whose income approximates Social Security Administration Guidelines published in 1964. These guidelines establish that families of four who are living on less than $3335 per year live in poverty.

Justification

The Spring of 1954 found Chief Justice Warren reading the unanimous decision of the Supreme Court of the United States in the Case of Brown v. Board of Education of Topeka, Kansas.[10] This decision negated the decision of Plessy v. Ferguson of 1896[11] in which it was established that equal but separate facilities were constitutional. The 1954 findings of the Supreme Court that segregation of children in public schools may deprive children of minority groups from equal educational opportunities had a wide spread impact on the social, economic and educational vitality of our country. This decision was followed in rapid succession by civil rights rulings which were of a compensatory nature.

The Civil Rights Act of 1964[12] banned discrimination in places of public accommodation, employment, voting, use of public facilities, use of federal funds and in public schools. The Attorney-General is empowered to bring suit, upon receipt of a written complaint, to end discrimination in public school districts. The Economic Opportunity Act of 1964[13] made possible programs such as the Job Corps and Vista. The Department of Health, Education and Welfare initiated extensive programs to promote better health care and education for the poor of our country. With compensatory education in mind, programs such as Headstart were designed to assist those who suffered from social, and economic adversity ,

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10. Brown et al v. Board of Education et al. United States Reports, CCCXLVII (1954), 483.

11. Plessy v. Ferguson. United States Reports, CLXIII, (1896), 537. Case adjudged in the Supreme Court, October Term, 1895.

12. U. S. Congress, Civil Rights Act of 1964. Public Law 352, 88th Cong., 2d. Sess. 1964, LXXVIII, U. S. Statutes, 241.

13. U. S. Congress, Economic Opportunity Act of 1964. Public Law 452, 88th Cong., 2d. Sess. 1964, LXXVIII, U. S. Statutes, 508.

to become more equal to members of the affluent society around them. President John F. Kennedy stated,

> Poverty in the midst of plenty is a paradox that must not go unchallenged in this country. Ours is the wealthiest of nations, yet one-sixth of our people live below minimal levels of health, housing, food and education--in the slums of cities, in migratory labor camps, in economically depressed areas, on Indian reservations.[14]

As early as 1961, James B. Conant warned, "9. Social dynamite is building up in our large cities in the form of unemployed out-of-school youth, especially in the Negro slums."[15] Emphasizing the critical situation which this pool of undereducated drop-outs created was the fact that,

> "In the first nine months of 1967, the [Kerner] Commission reported, the unemployment rate among non-white teenagers was 26.7 percent. It was an age group well represented among participants in civil disorders."[16]

Only if education plays a successful role in lessening civil strife in our nation will the continuance of our democratic institutions be guaranteed.

Those with little education, and few useful skills are among the candidates for poverty in our highly technological society. We begin to see a cyclical pattern of lack of successful educational experience and deprivation developing as cited in the report One Year Later.

A recognizable fact of life in the depressed areas of the inner city is poverty and racial discrimination. The Kerner Commission points out that 30.7 percent of all non-white families live at the

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14. President John F. Kennedy in a letter dated April 10, 1963 to Lyndon B. Johnson, President of the United States Senate. Public Papers of the Presidents of the United States, John F. Kennedy, p. 320.

15. James B. Conant, Slums and Suburbs (New York: New American Library (A Signet Book, 1961), pp. 126-27.

16. The Urban Coalition and Urban America, Inc., One Year Later, A Report prepared by the Staff of The Urban Coalition and Urban America, Inc. (New York: Urban America and Urban America, Inc., 1969), p. 5.

deprivational level, or on $3335 per year for a family of four. There were twice as many non-white families where the woman headed the household and twenty-five percent of all non-white families had absent fathers.[17]

The challenge of working with students who are in a state of economic deprivation as described above is one the teacher must face realistically. Wolf and Wolf caution teachers not to expect too much of students who have so much with which to cope. They urge teachers to work unstintingly to improve the economic and social conditions of the slum child.[18]

Great importance must be placed on helping the teacher with self-perception, projection and her perception of the students in her classes. Students tend to accept the category into which they are so frequently placed by educators. If a student is perceived as being terminal or a drop-out the likelihood is high that he will fulfill that prediction.[19]

The Kerner Commission called for programs to improve teacher training. They were disturbed by the fact that teachers in ghetto schools frequently developed poor attitudes toward their students. They cited the resulting high crime rates and escalating discipline problems which occur in inner city schools.[20]

Teachers staffing crowded urban schools have been frequently attacked by critics as being insensitive and incompetent to meet the

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17. Ibid., p. 4.

18. Eleanor P. Wolf and Leo Wolf, "Sociological Perspective on the Education of Culturally Deprived Children," The School Review, LXX, No. 4 (Winter, 1962), 386.

19. William Kvaraceus, "Poverty, Education and Race Relations," Poverty, Education and Race Relations: Studies and Proposals, ed. John S. Gibson and Thomas Curtin (Boston: Allyn and Bacon, 1967), p. 15.

20. One Year Later, op. cit., pp. 30-33.

special needs required. . . "the norms of the staff are essentially 'hear no evil, see no evil, and speak no evil' regarding religious and racial matters."[21]

Programs to place emphasis on human relations training for teachers have only recently received serious consideration. In discussing the importance of having more than cognitive studies in a teacher training experience Bradford emphasizes that teaching is a complicated situation and that teacher training for these situations is urgently needed. He suggests that sensitivity, awareness and interaction skills should be sharpened in the training process. The primary goal of teacher training should be to assist the teacher in diagnosing student and group behavior as well as evaluating the consequences of his actions on his students.[22]

Newman sees first-hand experience as extremely valuable when he says, ". . . the direct effects of social influence is that they are most effective in changing attitudes if they are vivid and involve first-hand experiences.[23]

Murphy and Newcomb, reporting on an experiment performed with twenty-four American students at International House which attempted to determine the extent that familiarity with national groups affects attitudes toward them, say that there is some evidence that close association of a friendly nature tends to bring about friendliness.[24]

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21. G. Alexander Moore, Jr., Realities of the Urban Classroom, (New York: Doubleday and Company, Inc. (Anchor Books, 1967), p. 249.

22. Leland P. Bradford, "Models of Influence," The Planning of Change, ed. Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt Rinehart and Winston, 1964), p. 502.

23. Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1950), p. 202.

24. Gardner Murphy, Louis B. Murphy, and Theodore M. Newcomb, Experimental Social Psychology (New York: Harper and Bros., 1937, pp. 993-95.

The tendency to avoid that which is controversial, unpleasant to contemplate or makes people socially uncomfortable is a deterrent to clarifying the issues and initiating corrective programs. There are serious psychological stumbling blocks to discussions of the real issues too, "The people who object to our talking about poverty also object to our talking about race, because they are so closely tied together, and we don't solve one without the other."[25]

Smith made a study of teacher discussions of controversial ethnic and racial topics and concluded that most teachers thought controversial intergroup topics should be discussed but when questioned closely these teachers revealed that few had actually discussed controversial issues with their students. One third claimed they had discussed the Negro culture and only one fourth had dealt with the subject of black-white relations.[26]

It is recognized that, "Ethnocentrism is a quality which cuts across all groups, all shapes, sizes and colors; all nationalities, religious groups, and gangs, all universities, families and treaty alliances."[27] As in the case of cancer there are a great many causes of prejudice and we cannot expect to find a single cure. Our campaign to erase prejudice must have multi-dimensional aspects." . . . Knowledge of the many successful methods to reduce prejudice must be implemented at different levels of feeling and through the utilization of a variety of techniques.[28]

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25. William C. Kvaraceus et al, Negro Self-Concept: Implications for School and Citizenship (New York: McGraw Hill Book Company, 1965), p. 134.

26. M. Brewster Smith, "The Schools and the Fight Against Prejudice," Prejudice U S. A., ed. Charles Y. Glock and Ellen Siegelman (New York: Frederick A. Praeger, 1969), p. 134.

27. Raymond W. Mack, op. cit., p. 334.

28. Otto Klineberg, Social Psychology (New York: Henry Holt and Company, 1954), p. 537.

If we hope to have children who can participate positively in our multi-ethnic society we must look to the schools. In our present age educators are frustrated by the slowness and the intricacies of the attitudinal change process. "We know, both from attitude studies and from common observation, that children in some countries (France, Scandinavia, and Russia for example) develop very little prejudice toward people with colored skin."[29] The school and the home are two very important institutions which contribute to attitudinal development. Our parents' teaching effect us at a most impressionable age and our schools present an image to the child of overshelming omniscience.[30]

Bigotry can be identified unmistakably among whites as early as four years.[31] Hence the challenge is for American educators to plan experiences and train teachers to utilize certain educational experiences in their classrooms, which will expose the child in the early school years to questioning his beliefs and attitudes about those who are different from himself. Designing effective learning experiences to combat the development of prejudice presents a difficult task to educators. Allport emphasizes the dilemma educators face by stating "while education — especially intercultural education — apparently helps engender tolerance we note that it by no means invariably does so."[32]

As early as 1931 there was evidence to suggest that being knowledgeable about race was equated with feeling more tolerant toward racial groups. This was shown to be true for racial groups

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29. Theodore M. Newcomb, op. cit., p. 577.

30. Klineberg, op. cit., p. 525.

31. Mary Ellen Goodman, Race Awareness in Young Children, (Cambridge: Addison Wesley, 1952), p. 218.

32. Gordon W. Allport, The Nature of Prejudice (New York: Doubleday and Company (Anchor Books, 1958), p. 407.

with whom one had little contact but it was less true for racial groups with whom one was likely to have frequent contact such as the Negro in America.[33]

The need for training teachers in the field of interpersonal and intergroup relations is urgent. Exposure to the field of human relations has not been a regular part of teacher training until recently. Kvaraceus states that teachers must be made aware of their emotions and motivations for action so that they will understand their reactions to the culturally different child. He envisions teacher preparation and in-service training as being supportive to teacher personality as well as being a vehicle for increasing teacher competencies.[34] Sensitivity, and group dynamics training do not occur frequently in present teacher education programs. Most teachers who graduated from teacher education training programs five years ago had little, perhaps no background, in the theories of social dynamics. Members of a symposium on Negro self-concept held in 1963 at The Lincoln Filene Center recommended that

> " (4) Special training of teachers working with culturally deprived Negroes should be available in both teacher-preparation institutions and in-service training programs."[35]

In order to meet this need and to compensate for this deficiency, school administrators must provide in-service training in intergroup relations. In-service training designed to acquaint teachers, many of whom are from a middle class background, with the conditions of

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33. Gardner Murphy, Lois Barclay Murphy, and Theodore M. Newcomb, Experimental Social Psychology (New York: Dryden Press, 1950), p. 1001.

34. William C. Kvaraceus, "Negro Youth and Social Adaptation: The Role of the School as an Agent of Change", Negro Self-Concept: Implications for School and Citizenship, ed. William C. Kvaraceus et al. The Report of a Conference sponsored by The Lincoln Filene Center (New York: McGraw Hill Book Company, 1965), p. 110.

35. Ibid., p. 178.

poverty and to promote greater interracial understanding, is uncommon. We must make a concerted effort to assist teachers to acquire skills of intergroup and interracial understanding because of the tensions of our times.

Understanding of others is not always self-generated. Tolerance of and compassion toward others among early school age children is not autogenetic. A disposition toward trust of others is not necessarily automatic in the young child. Therefore, educators must plan programs in which the expressed purpose is that of teaching the child about himself and others.[36]

Teacher education for urban areas is a complex undertaking. The complexity increases as we attempt to give special attention to the problems of educating the children of the deprived sections of the cities. We need to select teachers who have had experience in culturally deprived areas or to include such experience in their education program.[37]

Programs designed to expose teachers to the same condition of deprivation in which their students live each day, may contribute to the teacher's understanding of his students, and tend to lessen the cultural shock which teachers will experience otherwise.

In The Invisible Man, Ralph Ellison suggests that traditionally teachers do not see Negroes as having the same abilities, needs or emotional structure as the white man. He urges teachers to look at

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36. Jean D. Grambs, "Methods and Materials in Intergroup Education," Negro Self-Concept, ed. William C. Kvaraceus et al, (New York: McGraw Hill Book Company, 1965), p. 140.

37. Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating The Culturally Disadvantaged Child (New York: David McKay Company, Inc., 1966), p. 90.

not over his pupils. He challenges them to look as deeply into their minds and hearts.[38] An experience in living with people in the ghetto may assist the teacher to better interpret the look in his students' eyes and the emotions in his students' hearts.

No attempts have been made to measure student and teacher attitudinal change under these circumstances, so we do not yet know whether a teacher and a student benefit from the teacher's experiencing living in the ghetto.

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38. Ralph Ellison, The Invisible Man (New York: Random House, 1952), p. 439.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Educational Process

The responsibility for educational leadership in the struggle to correct the deficiencies in the educational system falls on the administrator. He must train those on his staff who are from the broad middle and upper, more affluent classes, to teach children many of whom emanate from the lower social and economic classes. Initiation of programs to improve the educational climate is the obligation of the professional staff. As the chief administrator of a school system the responsibility for introducing innovation lies with the superintendent. Havighurst describes the Superintendent's role in the following manner,

> 6. He understands the society in which he works — its social systems and subsystems — and he strives to work out agreement with the other systems on allocation of functions and on cooperation.
>
> 7. He plans for development of the school system, encouraging innovation and the evaluation of innovation.
>
> 8. He analyzes the tensions in the community that affect the schools, and works effectively to reduce these tensions by assisting diverse groups to communicate with one another and to achieve a peaceful modus vivendi.[1]

The form the school develops and the programs it promulgates depends on its leadership and staff. The climate of an educational system depends on the teachers, community interest, parental involvement and student attitudes.[2] The job cannot be accomplished

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[1] Robert J. Havighurst, Education in Metropolitan Areas (Boston: Allyn and Bacon, 1966), pp. 231-32.

[2] Ibid., p. 91.

by the educators alone. The resources of clinical assistants at the professional level must be available to the administration and staff if the problems presented in the ghetto school are to be properly solved.[3]

Community pressure has been placed on school administrators to act with speed to correct long standing educational inequalities. "The larger community is demanding that the public schools rectify several centuries of injustice created by and exhibited in slavery, segregation and separate but equal facilities."[4] The revolutionary period in which we have lived and are living presents an overwhelming challenge to school staff. The size of the problem is overwhelming in view of the limited financial resources of most communities. Outside forces are driving some educators to abandon the profession. "Every urban classroom lives with that shadow over its shoulder, if not directly with the reality in its lap."[5]

The role the school must assume in righting the wrongs of the past and helping to lessen the impact of the turmoil of our times, is indeed overwhelming and frightening for we are aware that " . . . schools may have a cumulative effect which becomes progressively more marked as children grow older."[6] Looking on the more positive side we can see that there is a very vital role teachers can play in these troubled times. "Educators who are free of prejudice and who understand their own emotional needs as they relate to those

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3. Brunetta B. Washington, "A Social Imperative: Respect for the Individual," To Nurture Humaneness, Association for Supervision and Curriculum Development, 1970 Yearbook, Washington, D. C. Association for Supervision and Curriculum, p. 201.

4. Louis M. Smith and William Geoffrey, The Complexities of the Urban Classroom (New York: Holt Rinehart and Winston, Inc., 1968), p. 244.

5. Ibid.

6. Klineberg, loc. cit., p. 525.

they aspire to teach have a powerful ally in the basic need for every child to succeed."[7] Some educators, because of their past experience may suffer from a kind of culture shock when they find themselves assigned to a deprived area school. The tendency of some is to completely reject the challenge of the inner city school and its myriad of problems and flee to what they envision the bucolic atmosphere of the suburban school. Others may accept the ghetto appointment but opt for a transfer out as soon as one is offered. A smaller percentage may choose to remain and adjust to the conditions but a few dedicated members of the profession may decide to stay on the scene and help bring about reform.[8]

A fact of life is that teachers in large urban systems make their home elsewhere. "Teachers of the poor rarely live in the community where they work and sometimes have little sympathy for the life styles of their students."[9]

Teacher education, in the most part, fails to prepare the teacher for the vast difference in cultural styles to be found in large urban centers. It is only within the last five years that the large teacher training colleges have been offering courses in the problems of urban education. Many teachers have not studied the life styles of their students nor can they comprehend the philosophy of the parents of their students toward work or education. Teachers frequently misread their students' behavior as insolence when, in fact, it is the pupils' way of demonstrating his need for recognition.

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7. Brunetta P. Washington, loc. cit.

8. Arnold B. Chesney, Teaching Culturally Disadvantaged in the Elementary School (Ohio: Charles E. Merrill Publishing Co., 1967), p. 31.

9. Otto Kerner, Report of the National Advisory Commission on Civil Disorders (New York. A Bantam Book, 1968), p. 436.

Yet, the job of the teacher is to communicate with his students and aid them in becoming socially acceptable, contributing members of our society.[10]

There are vast differences in the teachers' perceptions of their pupils and an important ethnic perceptual difference has been found. When Gottlieb (1964) questioned Negro and white teachers regarding their perceptions of their students' classroom learning abilities he found that white teachers tended to describe black students negatively while black teachers envisioned the same students as happy, and enthusiastic.[11]

The question of how to bridge the vast cultural gap which exists when we find middle class teachers assigned to ghetto schools is a perplexing one. Historically, Havighurst points out, "in the decades prior to 1920, teachers were recruited from rural families of probably upper-middle and lower-middle class."[12] Although there have been some noticeable changes in the makeup of the teacher population in this country, over the years, recent studies show that many teachers come from the more prosperous business, professional and skilled labor, social status. Within the past few years more teachers are coming from the lower social class ranks.[13]

Despite the recent trend of teacher training institutions to offer urban studies, a large number of teachers assigned to culturally deprived area schools are ill prepared to teach the kind of student found in such schools. Therefore, the culture gap is still significant

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10. Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: David McKay Company, Inc., 1966), p. 94.

11. David Gottlieb, "Teaching and Students," Social Education, XXXVII, No. 4 (Summer, 1964), 345.

12. Havighurst, op. cit., p. 198.

13. Ibid.

and tends to block a teacher's understanding of the poorly clothed and inadequately fed lower class student. "The gap between these two cultural levels has to be bridged before effective teaching and learning can result."[14]

There are those who envision little change in the teacher's social role in the American educational scene. Warner and Loeb found that, the teacher can represent nothing but middle class values and they fail to see any change in this status short of social revolution.[15]

Lasker, in the 1920's concerned himself with this conflict in values which is found between teacher and pupil. He determined that ". . . one of the main problems of public education is the preservation of the traditional ideals in an environment of ethnic flux. . ."[16] The impact of the teacher's background on the student has far reaching implications but is not the sole determinant of the students' success. The question of whose values should be perpetuated has been the topic of much heated debate recently. Havighurst found that the social origin of the teacher did not necessarily determine his behavior.[17] Teaching has traditionally been a means of moving up the social ladder. Havighurst points out that, "the various nationality groups that came to the United States during the nineteenth and twentieth centuries have entered the teaching profession as a natural process of joining the American culture. . ."[18] Kvaraceus addressed

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14. Crow, Murray and Smythe, loc. cit.

15. W. L. Warner, R. J. Havighurst, and Martin Loeb, Who Shall be Educated (New York: Harper and Brothers, 1944), p. 101.

16. Bruno Lasker, op. cit., p. 373.

17. Havighurst, op. cit., p. 200.

18. Ibid., p. 211.

himself to the class gap between teacher and pupil and found that the middle class teacher in the slums found his previous training an inhibiting force. The teacher's impulse is to preserve his own cultural heritage rather than inculcate survival strategies in his students.[19]

Cheyney views the problem of cultural difference between teacher and student as critical. He protests that 'the disparity between the qualities needed in teachers of disadvantaged and what actually exists is great."[20] Charters' survey of the teaching profession disclosed that teachers are still preponderantly suburban or rural born, married women, white and Protestant.[21] He further uncovered that most of the teachers were from the middle class. A grave question of value confrontation occurs when middle class teachers first face an urban classroom.

> Problems arise in those cases where classroom participants (teachers and pupils) are located at different points in the larger social structure and enter the classroom with conflicting value orientations.[22]

The tensions which are generated in the classroom when these very different culture and value positions are forced to live and work together often totally destroys the learning climate. Charters cites evidence which substantiates the fact that frustration and failure will be the lot of the poor while the more affluent will experience rewards and mastery when confronted with the middle

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19. William Kvaraceus,"Negro Youth and Social Adaptation: The Role of the School as an Agent of Change" ed. William Kvaraceus et al, Negro Self-Concept: Implications for School and Citizenship. The Report of a Conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs (New York: McGraw Hill Book Company, 1965), p. 111.

20. Cheyney, op. cit., p. 29.

21. W. W. Charters, Jr., "The Social Background of Teaching" Handbook of Research on Teaching ed. N. L. Gage (Chicago: Rand McNally and Company, 1963), p. 721.

22. Ibid., p. 732.

class oriented teachers.[23]

Teacher Training and In-Service Education

Educational institutions and local school systems must accept the burden of training teachers to cope with the realities of the slum school. Colleges are beginning to train teachers to cope with classroom realities and local systems have begun to allocate more funds for teacher in-service training.

> Stimulated by general public concern for the problem of disadvantaged children in school settings and encouraged by government and foundation support, many teacher education institutions have reassessed their (teacher training) programs. As a result, a growing number of teacher education programs are placing greater emphasis than before on understanding student and community values and on making education relevant in that context.[24]

Harold Howe, then Commissioner of Education, while testifying before the Kerner Commission, stated that the lack of proper training which higher institutions provide cause many teachers going into slum schools to have traumatic experiences that, in the end, often cause new teachers to leave teaching.[25]

Cheyney emphasizes former Commissioner Howe's views by saying, "the teacher training institutions by and large have done little or nothing to train teachers especially for the slum schools."[26] Unfortunately, this inadequate situation in teacher training for the

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23. Ibid., p. 726.

24. Op. cit., Raphael O. Nystrand and Luvern L. Cunningham "Organizing Schools to Develop Humane Capabilities," To Nurture Humaneness, p. 130.

25. U. S. Government Report of the National Advisory Commission on Civil Disorder, A Report prepared by the Kerner Commission (New York: A Bantam Book, 1968), p. 428.

26. Cheyney, op. cit., p. 37.

disadvantaged areas is not a new one to educators. In the 1920's Lasker was calling for radical changes in teacher training approaches.

> ... their whole training will practically have to be reconstructed so as to awaken or preserve in them sensitiveness to those imponderable shadings in taste and feeling that constitute the fabric of social conflict.[27]

Lasker further accused teacher training institutions of fostering social prejudice. He argued that the colleges tend to permit association with students who come from a similar class and he cautions that an alienation may develop which may be interpreted as hostility or condescension.[28]

In addressing herself to the problems of educating Negro youth Grambs indicates that, "the education of teachers is only minimally contaminated by psychological instruction,"[29] to deal with the special learning problems of the Negro student.

The problem of provincialism in teaching presents a challenge to administrators as they have great difficulty moving incompetent teaching staff out of depressed urban locations because the teacher has become inured to the appalling conditions which exist there.

Teaching skills and experience are another matter. Over the years, they may become so specific to one locality, type of school or child that they constitute a constraining valuable, one likely not only to keep him teaching but teaching in the same classroom.[30]

Teacher education institutions have done very little to help the teacher become alert to classroom interaction and the impression

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27. Lasker, op. cit., p. 337.

28. Ibid., p. 144.

29. Jean D. Grambs, "The Self-Concept: Basis for Reeducation of Negro Youth," Poverty Education and Race Relations, ed. William C. Kvaraceus et al, loc. cit., p. 36.

that he is making on his students. Kvaraceus calls for programs which promote teacher self-awareness, assist teachers with their special needs, and teach them to understand the importance of the impact they have on those around them. He points out that little is done to increase the teacher's skill in interpreting the feed-back he receives from his student. He suggests that programs of individual or group counseling and human relations will be helpful in creating more understanding in the classroom.[31]

If proper teacher training for the urban classroom is not being widely found in the higher institutions of learning then the onus for seeing that the teacher is retrained to meet the realities and demands of the inner city educational setting must fall on the local school district where the teacher is employed. Cheyney emphasizes that, "if teachers are involved in the local school-community problems, in-service training shows some degree of promise."[32] Conant in 1961 discussed the hurdles which had to be overcome in preparing appropriately teachers to work in poverty areas. He spoke of retraining programs which would instill in teachers the importance of being knowledgeable about the counter culture into which they had been thrust.[33]

Many teachers who face the problem of teaching a culturally different child become aware that special skills are necessary and that they must turn to in-service training for these skills. Gottlieb in a study of eighty-nine Negro and Caucasian elementary school teachers

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31. W. C. Kvaraceus, "Negro Youth and Social Adaptation: The Role of the School as an Agent of Change," ed. Kvaraceus et al, Negro Self-Concept: Implications for School and Citizenship, p. 118.

32. Cheyney, op. cit., p. 38.

33. James B. Conant, Slums and Suburbs (New York: New American Library (A Signet Book, 1961), p. 61.

in a mid-western community found that about two-thirds of the white teachers believed more realistic in-service training programs were necessary.[34] Wolf and Wolf saw early programs of in-service training for teachers as being designed in the format of workshops, conferences and committees. The subject of these training sessions concerned a study of stimulus-deprivation, city acculturation, the contest between values and a lack of positive self-images.[35]

Many educators have addressed themselves to the problems of defining the perfect teacher training model as well as providing the most effective experiences to help arm teachers to cope positively with their slum school assignments. Jourard[36] urges programs such as T-groups which provide self-renewal opportunities for both teachers and administrators. Rousseve[37] sees sensitivity programs as a means of increasing the teachers' empathy for the student. Kvaraceus[38] feels that in-service programs serve to clarify areas of ignorance. All of these researchers view in-service programs as providing the teacher with a therapeutic opportunity for renewal.

There have been a variety of in-service programs suggested and implemented to prepare the teacher to meet the special problems with which he will be confronted in the ghetto. Few, if any, include group experiences such as . . . role playing, role reversal and classroom simulations.[39] Sarbin's research brought him to conclude

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34. David Gottlieb, "Teaching and Students," Sociology of Education, XXXVII, No. 4 (Summer, 1964), 345-53.

35. Eleanor P. Wolf and Leo Wolf, op. cit., p. 374.

36. Sidney M. Jourard, "Human Revolution: Confronting the Realities of 'Them' and 'Us'" To Nurture Humaneness, p. 61.

37. Donald Rousseve, "Teachers of Culturally Disadvantaged Youth," The Journal of Negro Education, XXXII, No. 2 (Spring, 1963), 120.

38. Kvaraceus, op. cit., p. 158.

39. Smith and Geoffrey, op. cit., p. 95

that roles are developed through a combination of deliberate teaching and chance learning. Without special training it is impossible for a person to play a specified role and experiential learning is more effective.[40]

Education of the Culturally and Economically Deprived

Over the centuries attitudes toward the poor have undergone slow and painful change. Today, many people no longer feel that one is poor because he wants to be or because he fails to help himself by making the extra effort. Despite our efforts to remove the state of poverty from our culture it remains part of the fabric of our economy. Some poverty occurs because the Negro, and other minority groups are unable to compete and are forced out of the ranks of labor.[41]

This economic blight on our society presents educators and researchers with a great challenge. Slum schools play a key role in the stability of our future. These schools should provide the means by which those with learning inadequacies can be trained to overcome them.[42] The educator who practices his profession among the economically disadvantaged must realize he has much to accomplish. For his students suffer not only from economic deprivation but the concomitant problems of illness, psychological problems and the daily stress of the struggle to survive.[43]

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40. T. R. Sarbin, "Role Theory," Handbook of Social Psychology, I, (Reading, Mass: Addison and Wesley, 1954), 226.

41. Martin Rein, "Poverty, Social Services and Social Change," Poverty, Education and Race Relations, ed. William C. Kvaraceus et al, op. cit., p. 43.

42. Ben H. Bagdikian, In The Midst of Plenty (New York: New American Library (A Signet Book, 1964), p. 24.

43. Report of the Educational Policies Commission (Washington: National Education Association of the United States, 1962), p. 12.

If the educator is to succeed at his task he must take a hard look at the realities of the student's environment. Writing in the Journal of Negro Education Rousseve comments,

> Consequently, if he is to go to the root of the matter, the educator must look realistically at the social and economic conditions amid which the child exists. He must conceive of education as a total process in which the conditions of society deeply affect the child's mind, the level of his achievement, and the range of his possibilities.[44]

The educator can no longer leave the problems of improving the environment of the culturally and economically deprived child to others. He can no longer place this problem in the hands of urban planners, bankers, sociologists and social reformers.[45]

Burgeoning problems are overwhelming educators and city planners in our rapidly decaying inner cities. Inner-city schools face the gravest problems of any schools in the society. They also face the greatest challenge in any attempt to remedy the problems.

The sub-culture of the ghetto is so different reformers and researchers often find it inscrutable. Social-service agencies sometimes are perplexed by the stand people in the inner-city take on educational issues.[46] There is a ray of hope because federal funds are making it possible for local school districts to establish programs planned to benefit the culturally and economically depressed, and school systems in more and more deprived areas are mounting a vigorous campaign to improve education in these areas.[47]

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44. Ronald Rousseve, "Teachers of Culturally Disadvantaged Youth," The Journal of Negro Education, XXXII, No. 2 (Spring, 1963), 115.

45. Ibid., p. 115.

46. Robert J. Havighurst, op. cit., p. 107.

47. Eleanor P. Wolf and Leo Wolf, op. cit., p. 374.

Whereas some systems have greater federal funding, a broader tax base and a deeper commitment to bringing about improvement than others, the economic squeeze has a greater impact at the student level where, "...the lack of money to pay for basic school supplies (and even to rent required textbooks in some school districts) may raise the absentee rates of many children or keep them out of school altogether.[48]

One of the tasks which the administrator finds most difficult is selecting competent, sensitive staff to teach in the depressed areas. Some educators have suggested that offering teachers a bonus or a higher salary in these depressed areas might prove a successful means of attracting gifted teachers. The problem of staffing is compounded by the fact that, "Teacher turnover is greater in these areas. Teachers prefer to teach 'nice' children in 'nice' schools in 'nice' zones.[49]

Havighurst addresses himself to the problem of culture shock, the problem of adjusting to another culture gives many teachers a bit of a shock, "One of the most difficult things for new teachers to learn is that the inner-city community has a style of life which the school teacher must understand and respect to some degree."[50]

Cheyney identifies part of the reason for the misunderstanding as being that, "The conflict that arises between a teacher and disadvantaged children generally has its roots in the cultural set each

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48. Sarane S. Boocock, "Toward a Sociology of Learning: A Selective Review of Existing Research," Sociology of Education, XXXIX, No. 1 (Winter, 1966), 35-36.

49. Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 17.

50. Robert J. Havighurst, op. cit., p. 206.

one brings as his personal background to the classroom."[51]

Rejection of the child who is less fortunate often is the result of the fact that the teacher finds the student repugnant. Havighurst reinforces this dramatically by quoting a teacher who was describing her reaction to slum children. "They looked dirty. They smelled dirty. They talked dirty. They seemed to come from a different social world, and a lower world."[52] The teacher cannot believe some of the acts of violence which are commonplace in many of their students' homes. Culture shock occurs when the teacher "does not understand that some lower-class children have seen their parents fight with knives, use vulgar language and indulge in open promiscuity."[53] Murray says some teachers cannot empathize with the student if he is restless or inattentive in class the next morning. As a result of this lack of understanding, "Children sense quickly the attitudes of school personnel toward them, and they retaliate against condescension or intolerance with hostility, absenteeism and failure."[54]

The question of what kind of curriculum to teach in the slums and whose values to teach is being discussed broadly and heatedly. Davis points out,

> . . . both the teacher and the professor of education have learned to regard certain mental interests and skills, certain moral values as the 'best' or 'most cultured' or 'most intelligent'. Granted that, for this society, the

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51. Arnold B. Cheyney, op. cit., p. 25.

52. Robert J. Havighurst, op. cit., p. 13.

53. Walter I. Murray, "The Concept of Social Class and its Implication for Teachers," Journal of Negro Education, XX, No. 1 (Winter, 1951), 20.

54. Report of the Educational Policies Commission, op. cit., p. 19.

> basic moral values of middle-class people may be the most adaptive for survival, it does not follow that present day middle-class academic skills and goals are most effective. . . [55]

Many students are not provided with useful curriculum. Murray's findings suggest that the teachers should adjust their ". . . pedagogical procedures so that these children will be trained in terms of their abilities."[56] Gross charges, "They [teachers] do not show high sensitivity to the way children actually react to each other and they frequently allow their own biases toward students to hinder a correct assessment of the sociometric facts of life."[57]

How can the teacher best cope with adjusting to the realities of the urban classroom and how can he cause to occur in his classroom the best possible education for each child? Although a teacher is exhorted to perform educational miracles with his students in deprived areas he must keep in mind that he often teaches a hungry, cold child who has had very little sleep and may be in great discomfort.[58]

This description accentuates the need for better teacher programs to equip their teachers to be more sensitive to children and more creative in their classroom presentations. Not only must the teacher present a useful curriculum but she must realize that the curriculum must have some anchorage to the students' reference

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55. Allison Davis, Social Class Influence Upon Learning (Cambridge, Harvard University Press, 1962), pp. 89-90.

56. Murray, op. cit., p. 20.

57. Neal Gross, "Some Contributions of Sociology to the Field of Education," Harvard Educational Review, XXIX, No. 4 (Fall 1959), 275-87.

58. Wolf and Wolf, op. cit., p. 384.

groups. The teacher must study the sociogram of his class, isolate negative forces which tend to be disruptive and work to bring his students into the learning situation. He must work also to unite the divergent classroom view points and learning modalities into a constructive, cohesive learning process.[59]

To many teachers this may seem like an insurmountable burden. Often student behavior in the slum school so impedes the classroom process that very little cognitive learning can take place. Efforts to build curriculum which will allow the child to experience growth in the affective domain may be very helpful. One solution to the problem of providing a suitable curriculum experience may be to train teachers to include students in their curriculum planning. Through the use of pupil-teacher planning techniques the teacher can discover what experience lower-class children have had.[60] Many students in the slum areas have had little encouragement from family or friends, they

> "are particularly responsible to the genuine interest and respect of an adult. And with respect for the child, the teacher can become an effective model and inspiration. He is then in a position to further the cause of learning and cultural change."[61]

There are those who feel that most teachers are unable to perform, unwilling to perform, or at worst, incapable of performing the educational role which will assist the ghetto child to prepare

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59. Gross, op. cit., p. 281.

60. Murray, op. cit., p. 20.

61. Report of the Educational Policies Commission, op. cit., p. 19.

himself adequately to "make it" in the middle class society in which he must compete. The challenge is to create a climate in which the child can develop a healthy self-image and to support enthusiastically the child's desire to succeed no matter how slight it is.[62]

The problem of minority groups who also happen to be impoverished presents another dimension with which the educator has to grapple. Charters points out that, "Belonging to a minority group in the American caste system generally precludes attainment of a broad spectrum of occupational, associational, and prestige statuses."[63] The emotional reaction on the part of those struggling to survive against those who are on the first rung of the economic ladder and sociological status ladder of success is often very intense because those on the first rung view those pushing from below as a threat to their security.

The educator can help to lessen this tension by developing curriculum which will increase intergroup understanding and which will help minority groups to move forward. The only hope that Negroes will enjoy equal opportunities in our society depends on their receiving a solid academic experience.[64] The feeling of inequality from which many Negro youth suffer is detrimental to his being a satisfactory student.

As we study the plight of minority groups one phenomenon, economic inequality, becomes very apparent as a contributing factor in the sorry predicament of the Negro. Although many Negroes live

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62. Poverty, Education and Race Relations, op. cit., p. 53.

63. W. W. Charters, Jr. "The Social Background of Teaching," Handbook of Research on Teaching, (ed.) N. L. Gage (Chicago: Rand McNally, 1963), p. 717.

64. Ronald Rousseve, op. cit., p. 120.

above the poverty line the social distance between the Negro and the more affluent lower class white worker is appalling. In fact, the Negro's position has become less secure as the economic gap separating the races has increased.[65] This chasm also exists in the school system as demonstrated in the assignment of teachers, in the physical condition of schools in many depressed areas and in the quality of administrators and instruction in those schools. Boocock stresses the sorry state of the Negro child who like the lower class child is the focal point of bigotry, by saying that these students set lesser goals for themselves, are more likely to be assigned incompetent teachers and learn in school facilities which are badly in need of renovation.[66]

Conditions within the classroom take on a chaotic aura in many instances for teachers are unaware how much violence there is in a child's home. By being exposed to a violent setting the child may gather that violence is his most effective weapon and employ acts of violence in his classroom behavior which will increase the atmosphere of hostility.

Elliott[67] studied 400 teachers and one of his findings indicated that teachers who used ascriptive and pejorative response modes in structuring their personal/group relations were those with the greatest hostility toward people from poverty backgrounds.

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65. William Kvaraceus, op. cit., p. 37.

66. Boocock, op. cit., p. 36.

67. David Henry Elliott, "Social Origins and Values of Teachers and Their Attitudes to Students from Poverty Backgrounds." (Unpublished Ph.D. dissertation, University of Pittsburgh, 1968).

Attitudes and Attitude Change

Historically the roots of misunderstanding run deep. In 1906, William Graham Sumner, the renowned sociologist attributed man's misunderstanding of man to a difference in mores between the White and the Black culture. Whites who associated with Negroes were subject to acts of hostility from members in their own social groups.[68]

At mid-century many researchers were still proposing that racial prejudice was natural, spontaneous and even genetic. However, Allport developed a refined definition of prejudice which stated that,

> Ethnic prejudice is an antipathy based upon a faulty and inflexible generation. It may be felt or expressed. It may be directed toward a group as a whole, or toward an individual because he is a member of that group.[69]

Mary Ellen Goodman, in 1952, referred to the process of the transmission of racial prejudice within a culture and intimated that this was a simplistic explanation of the process. She saw prejudice as being regenerated from age to age.[70] Many times this regeneration takes place because the adults in the culture fail to restructure their attitude system in the light of evidence.

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68. William G. Sumner, Folkways (New York: A Mentor Book, Reprint, 1960), p. 108.

69. Allport, op. cit., p. 10.

70. Mary Ellen Goodman, op. cit., p. 219.

Murphy points to the sanctions which adults impose upon the child as structuring the child's attitude patterns.[71] Goodman addresses herself to this problem by saying, "the child picks up the cue given by other (and usually older) children and by adults (his parents and others)."[72] She stresses the urgency of an early campaign against attitudes of prejudice because the more deep-seated the attitude is the more difficult it becomes to change it.[73]

Prejudicial attitudes in children eat away at a child's personality. Clark emphasizes that adults who care about the healthy character and personality development of their children will make strenuous efforts to protect children from the corrosive process of prejudice.[74]

As recently as 1968 the Kerner Commission reported,

> Race prejudice has shaped our history decisively in the past; it now threatens to do so again. White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II.[75]

Ideally, the urgent task of education today, then, is to lessen, and in the end, eradicate prejudice among its professional staff and among the student body for which it is responsible. "Smugness, prejudice, provincialism, and damaging emotional needs on the

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71. Murphy, Murphy, and Newcomb, op. cit., p. 241.

72. Goodman, op. cit., p. 218.

73. Ibid., p. 220.

74. Kenneth B. Clark, Prejudice and Your Child (Boston: Beacon Press, 1955), p. 9.

75. Otto Kerner, Chairman, Report of the National Advisory Commission on Civil Disorders, op. cit., p. 302.

part of the teacher, supervisor or principal are quickly perceived by students and such characteristics have an incalculable effect on the students. . . "[76]

Many studies have been made in the attempt to identify the attitude components of prejudice and isolate the preferred methods to bring about attitudinal changes which will result in the diminution of prejudice. The extremely difficult task of attitude measurement was recognized early by Murphy who said, "as a matter of fact there is every reason to believe that none of the rather complex social attitudes. . . will ever conform to such rigorous measurement." [77] None-the-less there have been some earnest efforts to pin-point attitude origin and discover effective methods of change.

Murphy expounds on the complexities of attitude measurement and change further, saying there are different levels of attitudes. Most of us are, as a matter of fact, subject to pulls from different, if not opposite directions, and our 'true' attitudes in one situation may be quite different from those in another.[78]

A review of the many studies which focused on ethnic and racial attitudes shows that in 1927, Young[79] worked with 480 college students in an attempt to modify attitudes toward race and nationality

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76. To Nurture Humaneness, op. cit., p. 194.

77. Gardner Murphy, Lois B. Murphy, and Theodore M. Newcomb, op. cit., p. 897.

78. Murphy, Murphy, and Newcomb, op. cit., p. 987.

79. D. Young, "Some Effects of a Course in American Race Problems on the Race Prejudice of 450 Undergraduates at the University of Pennsylvania," Journal of Abnormal and Social Psychology, XXII (October-December, 1927), 235-42.

but found no change. In 1930, Schlorf[80] experimented with designing curriculum to increase tolerance toward the Negro. The experimental group showed a favorable change of 132 units. Minard[81] in 1931, worked with 1352 pupils in grades seven through twelve involved in life situations and found a consistent drop in freedom from prejudice in terms of personal practice from the seventh to the twelfth grades. In 1933, Campbell and Stover's [82] study, an experiment in teaching international-mindedness, involved seventy-eight high school students in Geography classes and showed reliable gain in racial tolerance in one out of the three classes. In 1935 Manske [83] who used 661 high school students in non-indoctrinating lessons on the Negro found that eight of the twenty-two classes changed slightly in opposition to their teachers' views while two changed in direction of their teachers' attitudes. In 1935 Smith [84] organized forty-six graduate students to spend two weekends in Harlem and found a large positive gain which was still reliable after eleven months. The results of this experiment are unique in the fact of their positive change. Murphy comments that in most of these studies, varying degrees of change in attitude toward the Negro are to be seen in experiments involving high school pupils. But in very few instances

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80. P. W. Schlorff, "An Experiment in the Measurement and Modification of Racial Attitudes in School Children," (Unpublished Ph.D. dissertation, New York University), 1930.

81. R. D. Minard, "Race Attitudes of Iowa Children," University of Iowa Studies: Studies in Character, IV, No. 2, 1931.

82. D. W. Campbell and G. F. Stover, "Teaching International-mindedness in the Social Studies," Journal of Educational Sociology (December, 1933), VII, No. 4, 244-48.

83. A. J. Manske, "The Reflection of Teachers' Attitudes in the Attitudes of Their Pupils" (Unpublished Ph.D. dissertation, Teachers College, Columbia University), 1933.

84. F. T. Smith, "An Experiment in Modifying Attitudes Toward The Negro" (Unpublished Ph.D. dissertation, Teachers College, Columbia University), 1933.

do significant changes take place where the population being tested is college level.[85] We can deduce from this that the experiences of studying a single race may not change attitudes significantly on a scale designed to measure that race but it may change the position of that race as opposed to others.[86]

Horowitz and Horowitz,[87] writing in 1938, found that contact with Negroes had much less to do with the formation of prejudice than did contact with attitudes of prejudice which existed in the community. Horowitz,[88] describing three tests, Ranks, Show Me, and Social Situations involving Negroes given to kindergarten through eighth grade black and white students in New York and Georgia showed that southern students were no more prejudiced than northern students, although Horowitz admitted his findings were not totally conclusive, he did feel that attitudes toward Negroes were more influenced by prevalent attitudes and less by contact with Negroes.

Amos[89] found that Negro children estimated their teachers' attitudes toward them to be more favorable than their own and white students perceived teachers' attitudes to be more favorable to the Negro than their own. He pointed out that social class was more

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85. Gardner Murphy, Lois B. Murphy, and Theodore M. Newcomb, op. cit., p. 952.

86. Ibid.

87. Eugene L. Horowitz and Ruth E. Horowitz, "Development of Social Attitudes in Children," Sociometry III and IV (January-April, 1938), pp. 301-338.

88. Eugene L. Horowitz, "Development of Attitude Toward Negroes" Archives of Psychology, No. 194 (1936).

89. Robert Theodore Amos, "Comparative Accuracy With Which Negro and White Children Can Predict Teachers' Attitudes Toward Negro Students" (Unpublished Ph.D. dissertation, The University of Michigan, 1951).

important than race in determining subjects' attitude toward their teachers. There was no significant difference in the estimate of teacher attitude by Negro or white.

In 1952 Muhyi [90] working with Rumor tests and using as part of his study a population of white upper middle class children in grades seven through twelve, found that children became more aware of Negroes in pictures and more easily attributed acts of violence to Negroes as they grew older. He concluded that prejudice increased with age.

Green[91] studied 224 Southern whites in the ninth and tenth grades who were administered attitude scales among others in a pre-test situation, then given a set of readings which gave them facts about the Negro. Among his findings was that even the slightest exposure to new information on the Negro produced significant gains in positive attitude change.

Another study by McKeachie[92] which dealt with attitude change as a function of two different teaching styles suggests that certain attitudes learned in primary groups such as the family are not easily changed by those learned in the classroom setting.

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90. Ibrahim Abdullah Muyhi, "Certain Content of Prejudice Against Negroes Among White Children at Different Ages," (Unpublished Ph.D. dissertation, Columbia University, 1952).

91. Meredith Wilkinson Green, "Interrelationships of Attitudes and Information -- A Study Based on the Responses of Southern White High School Students to Questions About the Negro." (Unpublished Ph.D. dissertation, Columbia University, 1953).

92. Wilbert J. McKeachie, "Individual Conformity to Attitudes of Classroom Groups," Journal of Abnormal Social Psychology, XLIX (April, 1951), 282-89.

Among Kettig's[93] findings in his study of teachers' attitude toward integration was the fact that teachers who were best informed about the facts of Negro history had the most liberal attitude toward integration.

Claye[94] testing seventh, eighth, ninth and twelfth grade students and using the Tennessee Department of Mental Health Self-Concept Scale and the Purdue University Scale for measuring attitude toward ethnic and National Groups concluded that prejudice is found among secondary school pupils regardless of their familiarity with the Negro.

Pinkney[95] whose population represented 1430 Negroes, Mexican Americans and Jews used a social distance scale and an authoritarian scale and found that individuals who are willing to grant minorities greater rights are likely to be less prejudiced and that intergroup contact tends to reduce anti-minority prejudice and if intergroup contact develops into interaction, prejudice is likely to be further reduced.

Howard's[96] study revealed that Negroes in the medical, dental, legal and teaching profession accepted some degree of competition with whites, but on a continuum the Negro seems to be somewhat ambivalent about open competition with whites.

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93. Thomas Haskins Kettig, "Attitudes of Ohio Public School Teachers Toward Racial Integration" (Unpublished Ph. D. dissertation, Ohio State University, 1957).

94. Clifton Maurice Claye, "A Study of the Relationship Between Self-Concepts and Attitudes Toward the Negro Among Secondary School Pupils in Three Schools of Arkansas." (Unpublished Ed. D. dissertation, University of Arkansas, 1959).

95. Alphonso Pinkney, "The Anatomy of Prejudice -- Majority Group Attitudes Toward Minorities in Selected American Cities." (Unpublished Ph. D. dissertation, Cornell University, 1961).

96. David Hooper Howard, "The American Negro's Dilemma -- Attitudes of Negro Professionals Toward Competition with Whites." (Unpublished Ph. D. dissertation, Indiana University, 1963).

The importance of dedication is uncovered in an interesting study by Fendrich,[97] who found that the best single determinant of overt positive behavior toward the Negro was commitment to trying to understand the Negro. Blume,[98] using a population of 146 white graduate students tested their reactions to pictures of Negroes in stereotypical or menial roles and in positive non-stereotypical roles to find what effect this would have on the students' judgment of individual Negroes. One of his conclusions was that the technique of giving titles of Negro pictures and rating characteristics of a photograph of a Negro can be effective in discerning racial attitudes. It was concluded that if this simple and brief exposure to pictures of Negroes can influence, then television and motion pictures may be a powerful source of influence.

Sartain,[99] using students in grades seven through eleven and their parents found that there is a strong positive relationship between the attitude of the child and his perception of his parents' attitude and that there was a similar association between the attitude of the child and his perception of the attitude of adults in the community, his classmates and his good friends.

In a study which attempted to change prejudiced attitudes in kindergarteners Handler[100] developed teaching materials and

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97. James Max Fendrich, "A Study of Whites' Attitudes, Commitment and Overt Behavior Toward Members of a Minority Group." (Unpublished Ph. D. dissertation, Michigan State University of Agriculture and Applied Science, 1965).

98. Frank Reinhart Blume, "The Effect of Negro Pictorial Material on Racial Attitudes." (Unpublished Ph. D. dissertation, The Claremont College, 1966).

99. James Auxford Sartain, "Attitudes of Parents and Children Toward Desegregation." (Unpublished Ph. D. dissertation, Vanderbilt University, 1966).

100. June Moss Handler, "An Attempt to Change Kindergarten Children's Attitudes of Prejudice Toward the Negro." (Unpublished Ed. D. dissertation, Columbia University, 1966).

techniques which helped students to think in simple terms such as good-bad, hot-cold. The results were that the white students began to correct their faulty generalizations to a greater degree than did the Negro students. She concluded that special materials properly presented were conducive to assisting young children change their attitudes of prejudice.

Holmes[101] conducted a field study experience with white prospective teachers which included a classroom setting where Negroes spoke, films were shown and a field experience was undertaken where prospective teachers visited Negro homes, offices and businesses. His findings disclosed that there was a significant reduction in anti-Negro prejudice in both groups but that the community contacts probably were more influential on altered attitudes at the .05 level.

Clawson[102] in an attempt to discover whether attitudes were related to schooling, sex, educational level of head of household, school attended or stereotypes held by youngsters concluded that children who have made prejudicial statements about people because of race are very likely to have negative attitudes towards most Negroes in most situations; boys are more likely to believe stereotypes about Negroes; girls are more likely to react negatively to picture situations with Negroes; ninth graders are more likely to reject sex related integration; children whose parents have more

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101. Fred Edward Holmes, "The Effect of a Community Field Study of the Tolerant-Prejudice Attitude of Prospective Secondary Teachers Toward Negroes." (Unpublished Ed.D. dissertation, University of Denver, 1967).

102. Edward Clyde Clawson, "A Study of Attitudes of Prejudice Against Negroes in an All White Community." (Unpublished Ed.D. dissertation, Pennsylvania State University, 1968).

than a high school education are less likely to believe stereotypes about Negroes; children who reported no contact with Negroes show no difference from those who have had such contact; schools attended have a relationship to attitudes of youngsters and stereotypes held by youngsters and their attitude toward Negroes seems to be unrelated.

The need for further research which will suggest methods to improve this rather grim picture is evident with respect to the area of modifying teacher attitude toward students of different racial, ethnic, and economic origins as well as increasing student understanding of and appreciation of those who are different. This study is in reply to those researchers who have pointed out our failure in accomplishing this task and an attempt to develop a defensible and workable in-service teacher training model in which attitudes of teachers and students may be changed.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The previous review of related literature disclosed the need for a continuing search for a more effective design in which negative teacher and student attitudes toward those different culturally and ethnically might be changed.

The model constructed for this study in Figs. 1 and 2 was developed by the researcher, Director of Social Studies in the Cambridge School Department, in consultation with staff members of the American Jewish Committee, Social Dynamics Incorporated and Education Collaborative of Metropolitan Boston. Social tensions were high at the time this study was undertaken and there was a pervading desire among educators to promote programs which might tend to ameliorate the social stresses found in the classroom.

WORKSHOP DESIGN

Live-In Workshop

Week One

Monday morning, after completing The Social Dynamics Instrument in Appendix A , The Bogardus Social Distance Scale in Appendix B and The American Jewish Committee's Instrument in Appendix C and a Workshop Participants' Questionnaire in Appendix D members of this workshop were involved in a session which used the brainstorming technique on the subject of stereotypical thinking. This workshop was lead by staff members of The American Jewish Committee.

Live-In Workshop

MON.	TUES.	WED.	THURS.	FRI.
Orientation and Introduction to the Community	Poverty and Black Business	Community Social Service Organizations and Community Perceptions	Educational Innovations Model Schools and Faculty	The Teacher as Change Agent

Classroom Workshop

Orientation and Sensitivity Sessions	Interracial Confrontation Group	Government and Independent Poverty and Community Organizations	Educational Innovations Black Students	Issues of Urban Education Ethnic Groups

Fig. 1

Workshop Design Week #1

Live-In Workshop

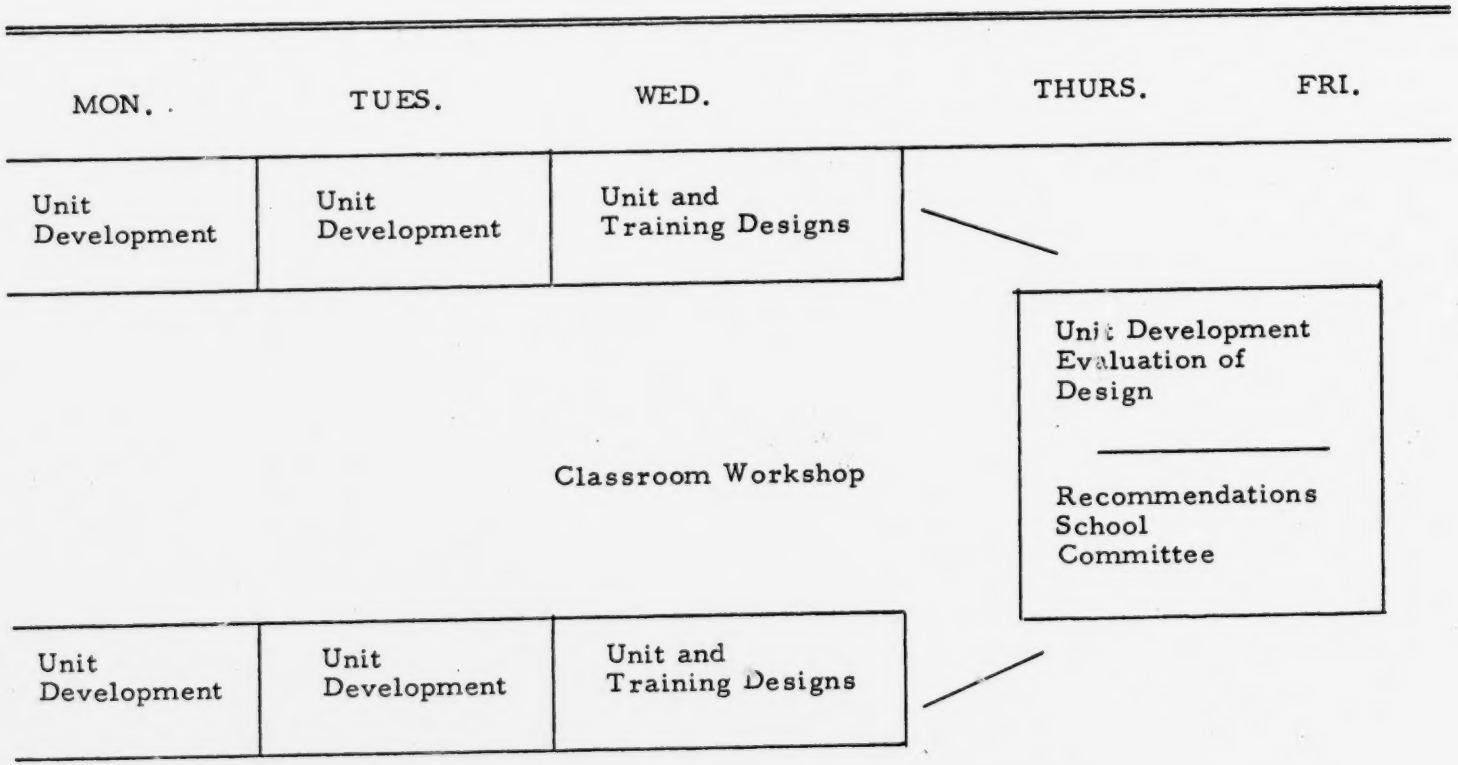

Fig. 2

Workshop Design Week #2

After lunch the participants moved to The United South End Settlement House. After dinner the members spent three hours in a discussion with parents who had children in the area schools. These parents were selected by a staff member of the South End Settlement House. The topic of the discussion was "The South End Community and the Problem of its Schools."

Tuesday morning the group was given a Field Survey Instruction Sheet in Appendix E , which contained a description of the computations which were used to determine whether or not a person was qualified to receive public assistance. Participants were given instructions to "shop" by pricing specified items. The purpose of this exercise was to expose the teachers to the "real-life" economic restrictions experienced by many of the residents of the South End, Columbia Point and South Boston.

Late in the afternoon, these teachers met with three officers of the Unity Bank and Trust Company, an officer of Freedom Foods, a worker at the B and B Market and a scout for the Boston Patriots. All but one of these gentlemen was a Negro. The purpose of this discussion was to provide teachers with the viewpoints of successful Negro businessmen and leaders in the community.

Wednesday morning the participants visited the South End Neighborhood Health Services Center. Here they observed the type and quality of medical services being provided by the city to residents of the area. Next they met with two Negro members of the Boston Police Department who gave the teachers an insight into the police problems of public relations and law enforcement in the areas.

Wednesday noon the group lunched with two members of the staff of the Mayor's Office of Human Rights. At this conference the teachers learned of the programs of assistance which the City of Boston was providing residents of the South End. Next the teachers met with staff of the South End Settlement House, an Advisor to the South End Tenants Council and four residents of the South End for

the purpose of receiving the perceptions of these people regarding the type and quality of assistance programs provided them by the City of Boston.

Wednesday evening the teachers were entertained by Board members of the American Jewish Committee who live in the South End of Boston. They talked at length with the Director of the South End Settlement House, the Special Assistant to a City Councillor and the Executive Director of the Commission on Housing and Education, United Church of Christ.

Thursday morning the teachers met with the Executive Director of METCO and the Associate Director of Educational Collaborative of Boston to discuss general problems of urban education and in-school problems which occur in teacher-student and teacher-administration relationships. A visit to a C.C.E.D. school took place in the afternoon for the purpose of discussing with teachers of the school particular problems they face when teaching in the South End. In the evening a meeting occurred which involved discussion with the Urban League Director, members of his staff and parents of the Gibson School.

Friday morning staff members from Social Dynamics met with the teachers to assist them to organize their experiences, to gain skills in human relations, to plan for the second week of the workshop and to discuss their commitment to assuming the role of change agent in their school system.

Each participant was asked to complete daily an Evaluative Statement in Appendix F which provided the staff with feedback reactions to the day's experience.

These statements were studied to determine if some found unsatisfactory the lack of practical exposure and some found good the act of living on the scene where poverty exists in its extreme.

Live-In Workshop

Week Two

During the first three and a half days of the second week members of the workshop completed a rough draft of units to be taught by each participant during the next school year. At noon on the fourth day the entire workshop met with Dr. John Gibson, Director, and Major Morris, staff member of the Lincoln Filene Center, Tufts University. Dr. Gibson and Major Morris presented a critique of the teachers' unit plans at that time.

After a brief break in the sessions, members of the workshop joined with members of the classroom workshop for a day and a half and collaborated in composing recommendations to the Superintendent in Appendix G . These recommendations were presented personally to School Committee Members on the tenth and last day of the workshop.

Some weeks later, it was necessary to hold three meetings of workshop members in order to refine the original recommendations.

Classroom Workshop

Week One

Monday the group of teachers who chose to learn about problems of racial difference and economic deprivation and their effect on the student in a classroom setting, through intellectual discussion and conferences began its first day at the headquarters of Social Dynamics. Teachers completed a Workshop Participants' Questionnaire in Appendix D , The Bogardus Social Distance Scale in Appendix B , A Data Collection Schedule designed by the staff of Social Dynamics of Boston in Appendix A , and A Data Collection Schedule designed by the staff of the American Jewish Committee of Boston in Appendix C . Teachers spent the rest of the day refining communication skills and in a T-Group Session under the direction of staff

members of Social Dynamics. Social Dynamics was a Human Relations skill training organization whose objectives were to assist business corporations, industry and education to carry out training programs designed to facilitate communication and improve human relations.

Tuesday, the second day of the workshop, was spent with the teachers from the Black Teachers Association of Massachusetts as guests of the workshop members. Members of the Black Teachers Association were eager to participate in this project as they were working desperately toward improving understanding. The staff of Social Dynamics led the two groups of teachers through exercises designed to increase skill in communication and exercises in role reversal.

Wednesday morning, the third day, was spent with a staff member of Social Dynamics. The object of the discussion was to assess the teachers' reactions to the previous two sessions. In the afternoon, the teachers went to Cambridge City Hall Annex and met with the Director of the Spanish Speaking Council, a member of the Black Liberation Front, a mother on welfare, a member of the Juvenile Division of the Police Department, a Juvenile Probation Officer and the Director of the Civic Unity Committee. The purpose of this meeting was to provide teachers with a picture of the problems of racial difference and economic deprivation in the community in which they were teaching. In the evening a meeting was held at which the Director of Community Services described the functions of the various independent social service agencies, and explained the procedure the teacher should follow to obtain assistance from these agencies for his students. The Director of the Housing Authority next spoke to the teachers on the problems people face when living in a public housing complex. The purpose of this discussion was to acquaint the teachers with some of the tensions which are generated in the home life of their students who live in public housing.

Thursday teachers met with the Director of METCO who discussed bussing inner city students to suburban schools and the societal problems that had to be faced in the process. The Associate Director of Educational Collaborative of Boston described his experiences teaching in the inner-city and the work of Educational Collaborative. Members of the local Latin School Afro-American Club described in dramatic terms their experience in the school system. The Director of the Spanish Speaking Council spoke of the problems of acclimatization and acculturation to which a Puerto Rican is exposed when he comes to a northern city in this country. The purpose of these sessions was to inform the teachers of the work with minority groups which these organizations performed.

Friday the members of this workshop conferred with the Director of the Youth Corps for the purpose of learning about the opportunities which the corps offered young people. The rest of the day was spent with a staff member of Social Dynamics who assisted the teachers to crystalize their experiences and led them in the designing of a plan through which workshop members could effectively organize to carry out an active change agent function.

Classroom Workshop

Week Two

The design of Week two of this workshop was the same as that of the second week of the Live-In Workshop described above.

UNIT DESIGN

The units, Appendices L and M, were designed during the second week of the workshop experience by both workshop groups. They were refined in the Fall for presentation in the month of December and January. Each unit was taught over a four week period approximately.

The sixteen teacher participants taught their students who numbered 537. The grades represented in the student sample were kindergarten one; first grade one; third grade one; fourth grade one; fifth grade four; sixth grade four; seventh grade one; and eighth grade one.

As a pre-test, all teachers were asked to administer to each of their students the following questions: What is Poverty? What is a City? and Who is a Negro? The teacher was asked to administer the same set of questions at the conclusion of the teaching of the unit as a post-test situation. Those students who were too young to write "dictated" their answers to their teachers.

SAMPLE

The teacher sample of this study consisted of twenty teachers representing grades kindergarten through high school. Teachers were recruited through a publicity campaign aimed at reaching the faculty and conducted by the Director of Public Relations. A mail campaign was geared to reach teachers who would be entering the system in the fall. As there were limited funds it was decided that there would be only ten teachers in each workshop. The first ten teachers who made application for each workshop were selected to participate. Seventeen teachers were veterans and three were under contract to teach in September.

The student sample of this study was comprised of certain classroom students of the participating teacher N=547. They represented social studies classes. Both the teacher and the student sample was multi-racial and multi-ethnic. Caucasian, Negro, Irish, Jewish and Italian groups were represented in the teacher and student population.

Selection of the Final Sample

Although twenty teachers participated in the workshops, sixteen teachers taught the units. In the live-in experience one teacher was unable to be included because her post-test questions were los. in the mail, one teacher was a physical education instructor and because of tight programming no schedule could be designed to assign her a class to teach. One teacher refused to give the post-tests stating as a reason that a personality conflict with a staff member from one of the assisting agencies existed. The administration felt it wiser not to allow one participant in the classroom workshop who was a first year foreign language teacher, to take on the added preparation which would be required to teach the unit.

INSTRUMENTATION

Workshop Participants' Questionnaire

All workshop members were informed that they were participating in a study approved by the Superintendent in which it would be determined whether or not they changed in attitude as a result of their experience and whether or not their students changed in attitude as a result of their teaching. Fig. 3 illustrates the time sequence of the evaluation process. A Workshop Participants' Questionnaire in Appendix D , was completed by each participant. Information concerning the subjects' educational background, length of teaching experience and prior experience with the poor or with minority groups was ascertained. The degree of change in those students whose teachers had previous experience with the socially and economically disadvantaged was studied to determine if there was a relationship between the degree of change in the students and the teachers' previous experience.

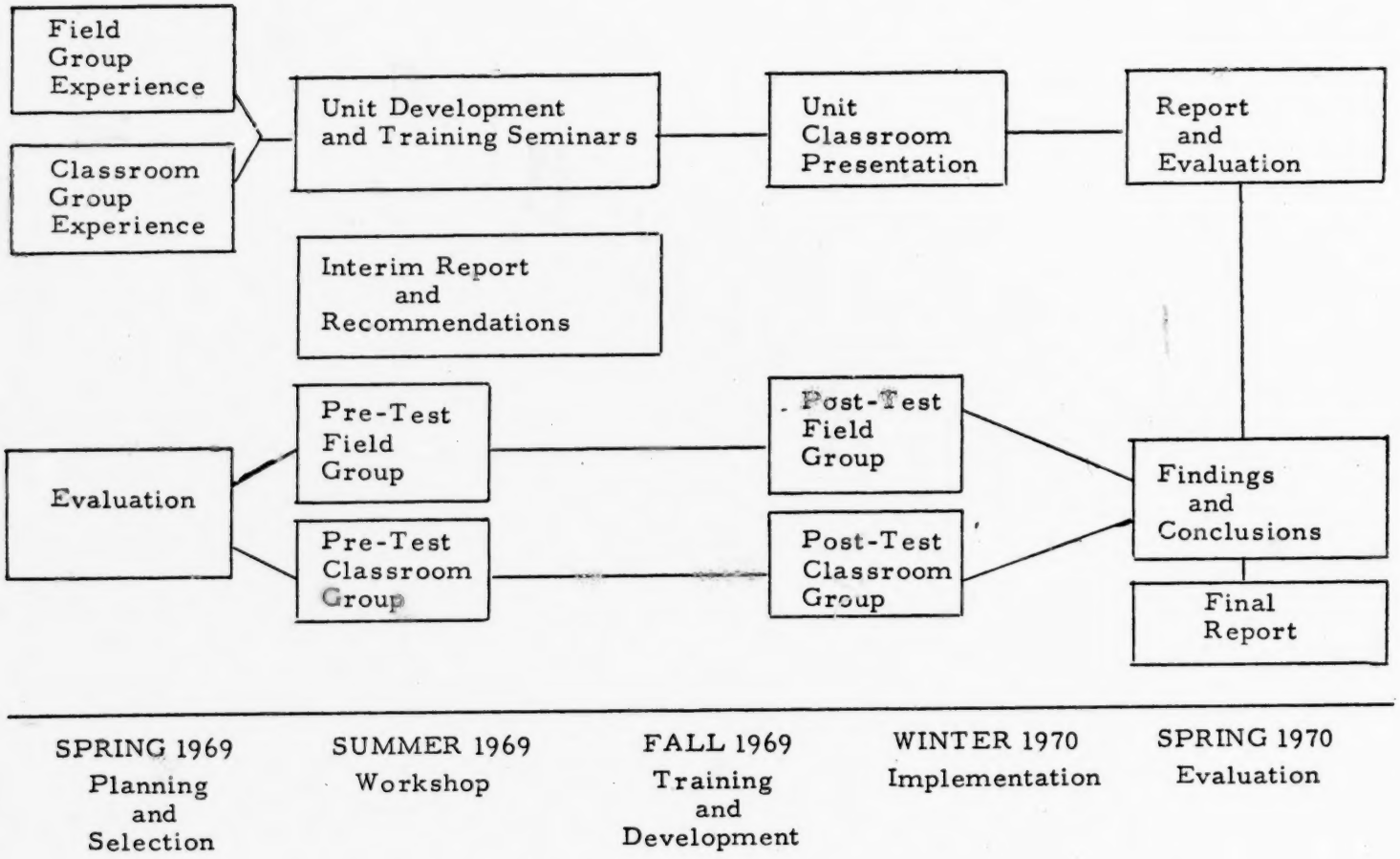

Fig. 3

Schedule of Pre and Post Workshop Evaluation Process

The Bogardus Social Distance Scale

The Social Distance Scale, one of the first attempts to measure attitude, was developed by Emory S. Bogardus, in 1925. In 1933 he published a description of his scale and a report of his findings in Sociology and Sociological Resources.[1] Social distance was defined by Bogardus as the degree of sympathetic understanding which exists between two persons or between a person and a group. In the early form sixty statements were rated on a seven point scale. These statements were single sentence descriptions heard in everyday conversations in which people expressed themselves about others. They related to contacts within the family, social, fraternal, neighborhood, church, school, play, transportation, occupational, business, political and national groups.

The classifications on which the subject was asked to rank the items were: Would marry, Would have as regular friends, Would work beside in an office, Would have several families in my neighborhood, Would have merely as speaking acquaintances, Would have live outside my neighborhood, Would have live outside my country.

One hundred judges were used for the initial evaluation of the instrument. The sample of sixty-six faculty members and graduate students and thirty-four undergraduates, was comprised of sixty-two women and fifty-eight men.

Judgments on the seven point scale were added for each of the sixty statements. The arithmetic mean was then taken. The mean varied from 1.00 for the first statement to 6.98 for the fifty-third statement. Those statements which had means nearest 2.00, 3.00, 4.00, 5.00 and 6.00 were selected. These together with statements one and fifty-three constituted the list of nearly equidistant social distance situations.

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1. E. S. Bogardus, "A Social Distance Scale, "Sociology and Sociological Resources, XVII, No. 3 (January-February, 1933), 265-71.

Bogardus later tested a cross section of 1,725 Americans who were representative of forty nationalities as well as racial groups. The subject is asked to indicate the amount of social distance which he believes exists between the person who made the statement and the person about whom it was made, from the view point of the first two persons involved. The valence of a person's attitude toward a national group is then judged to be the highest degree of intimacy he is willing to accept. The use of the Bogardus Social Distance Scale allows the social-psychologist to weigh different people's attitudes toward the same nationality or to compare one person's attitudes toward a number of other nationalities. Test results from this scale have resulted in high correlation coefficients ranging from .68 to .95. It is possible to obtain a person's social distance, occupational distance and religious distance quotient by adding the scale selections and dividing by three. By giving this instrument to a subject at intervals of six months or twelve months it is possible to note change in attitudes.

Critics such as Murphy, Murphy, and Newcomb have cautioned that this scale may not be considered a true scale because the progression of social distance relationships tested do not necessarily follow in the normal social order.[2] However, administrators of The Bogardus Social Distance Scale have found very few instances where a subject accepts a close relationship and then rejects a more distant one.

For the purpose of this study a slightly modified version of the original Bogardus Social Distance Scale was used, in Appendix B. The researcher chose to focus on the replies which indicated the participants' attitudes toward Negroes. Rationale for selecting this group to measure for change between pre-test and post-test on the

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2. Murphy, Murphy, and Newcomb, op. cit., pp. 898-99.

Bogardus Social Distance Scale was that they were a racial division of mankind, which represented approximately twelve percent of the population of the community.

The Rokeach Dogmatism Scale Form E

The Rokeach Dogmatism Scale Form E in Appendix H, was administered to all workshop participants during the year they were teaching the units they constructed in the second week of the summer workshop. The Rokeach Dogmatism Scale Form E was developed to measure whether or not a person has an open or closed belief system. The degree of dogmatism or close-mindedness or the resistance to change is an important dimension of this study.

Milton Rokeach speaks about the term dogmatism by saying

> . . . the concept of dogmatism has been given the following three-fold definition: it is (a) a relatively closed cognitive organization of beliefs and disbeliefs about reality, (b) organized around a central set of beliefs about a framework for patterns of intolerance and qualified tolerance for others.[3]

The Dogmatism Scale Form E was constructed and refined by Milton Rokeach, professor at Michigan State University in collaboration with a large staff of researchers, Rokeach explains, ". . . the scale should also serve to measure general authoritarianism and general intolerance."[4] Sixty-six items were contained in the early form of the scale. The first section contained items which were concerned with the belief-disbelief dimension. Within this area of testing

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[3]. Milton Rokeach, "A Factorial Study of Dogmatism and Related Concepts," Journal of Abnormal and Social Psychology, LIII, No. 3 (November, 1956), 356.

[4]. Milton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960), p. 72.

were two sections which measured isolation within and between belief and disbelief systems and relative degrees of differentiation of the belief and disbelief system. The second section of the scale contained items which were concerned with the central peripheral dimension. Within the area of testing were sections which measured specific content of primitive beliefs, formal content of the intermediate belief regions and interrelations among primitive, intermediate and peripheral beliefs. The third section contained items which were concerned with the time-perspective dimension.

Instructions call for the subject to mark each item with a plus one if he agrees with it a little and a minus one if he disagrees with it a little. He is to mark a plus two if he agrees with it on the whole and a minus two if he disagrees with it on the whole. The subject is to mark plus three if he agrees very much with it and a minus three if he disagrees very much with it.

Reliability data for this scale were arrived at by testing groups in England, New York and the mid-west. The groups represented graduate and undergraduate college students, impoverished hospitalized veterans and British factory workers.

> This final forty item scale, Form E, was found to have a corrected reliability of .81 for the England Colleges II sample and .78 for the English worker sample. In other samples subsequently tested at Michigan State University, Ohio State University and at a VA domiciliary the reliabilities ranged from .68 to .93.[5]

Those scoring 135 points or above are considered to be highly dogmatic.

Rokeach speaks of the difficult task involved in producing attitude change and says,

> First it has been frequently observed that it is about as difficult to alter tolerant attitudes in the direction of intolerance

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[5]. Ibid., p. 89.

as it is to attempt to alter intolerant attitudes in the direction of tolerance.[6]

Writing in the Psychological Review, Rokeach points out the phenomenon of denial and states, "The greater the dogmatism the greater the denial of events contradicting or threatening one's belief system."[7] Rokeach further cautions that "The greater the dogmatism the greater the discrepancy between knowledge of facts, events, ideas and interpretations."[8]

The degree of ability to change one's belief system and attitudes of intolerance when confronted with facts which prove your previous position to be at fault is the key to the finding of this study, hence the Rokeach score of each participant will be studied in relation to the perceived degree of change in the teacher's student's sample.

Data Collection Schedules

One Data Collection Schedule was designed by the staff of the American Jewish Committee in Appendix C especially for this project. The Schedule was administered in a test-retest procedure to forty graduate students. The Data Collection Schedule was found to have a reliability of .84.

The other Data Collection Schedule was designed by the staff of Social Dynamics in Appendix A especially for this project. This Schedule was also administered in a test-retest procedure to forty graduate students. This Data Collection Schedule was found to have a reliability of .78.

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6. Milton Rokeach, "Prejudice, Concreteness of Thinking and Reification of Thinking," Journal of Abnormal and Social Psychology, XLVI, No. 1 (January, 1951), 83.

7. Milton Rokeach, "The Nature and Meaning of Dogmatism," Journal of Abnormal and Social Psychology, Vol. 61.

8. Ibid., p. 198.

The narrative replies included in both of these schedules, that is Part I, II, III, and V of the Social Dynamics Instrument and the first ten questions of the American Jewish Committee Instrument were studied to determine whether any attitude change had occurred along a liberal conservative dimension.

In evaluating the results of the workshop experience replies of all participants to the thirty-seven questions in Section IV of the Social Dynamics Data Collection Schedule in Appendix A and replies of all participants to questions eleven through thirty-seven of the American Jewish Committee Data Collection Schedule in Appendix C were coded by workshop groups and computer analyzed in order to ascertain the percentage of positive change indicated in the answers of each workshop group, i.e., greater understanding or an empathy with those who were more economically deprived than the teacher and different racially from the teacher or second, the percentage of negative change of each workshop group indicated in the answers, i.e., those teachers who had less understanding or empathy for those who were more economically deprived or different racially from the teachers.

CHAPTER IV

ANALYSIS OF DATA

Student Testing

Each participating teacher administered three questions to his students in a pre-test, post-test design. The questions were: What is a city? What is poverty? and Who is a Negro? All participating teachers submitted to the researcher their pre-tests and post-tests immediately after they were completed. The students' tests were matched for pre and post-test, coded with teacher number, grade level and an indication of whether or not the post-test was given immediately at the conclusion of the unit or after a delay of six months. The tests were stacked by teachers and every tenth set was selected.

Each pre-test and post-test of every selected sample was typed, with no changes in grammar or spelling, on three by five inch cards. These cards were coded and covered with masking tape. Each student's answers were clipped together but the order of pre-test or post-test was arranged randomly. The judges, a professor of psychology, a professor of sociology, and a teacher of multi-ethnic classes were given the selected pre and post-test questions to sort. Judges were instructed in Appendix I to remove the clips from each student's set, one at a time, and to place one answer on the pile indicating pre-test and one answer on the pile indicating post-test. Judges were instructed to continue this process until all cards had been sorted which represented the immediate post-testing. The judges were instructed to proceed in the same manner for those cards which indicated the post-test answers which had been completed six months later in Table 1 .

TABLE 1

TEACHERS' INVENTORY

Group	Percent Answers Judged Correctly	Rokeach	Time Lapse Post Testing	Number Years Social Service
Live-in	.75	135	6 Mo.	0
	.75	123	0	3
	.75	113	6 Mo.	0
	.66	138	0	0
	.50	101	6 Mo.	1
	0	172	6 Mo.	1
	0	135	6 Mo.	3
Classroom	100	151	0	1
	100	115	6 Mo.	2
	100	136	6 Mo.	0
	100	138	6 Mo.	1
	100	107	6 Mo.	1
	.75	167	0	2
	.66	141	0	0
	.50	101	6 Mo.	0
	.33	135	0	0

The judges were able to judge correctly more of the student's answers of the classroom group of teachers, see Table 1 . This would tend to indicate that the classroom experience was more successful in making these teachers more effective in teaching the units . Five of the teachers in the classroom group had all of their students' sample pre-test and post-test questions identified correctly by the judges. Of the remaining teachers in the classroom group, one teacher had seventy-five percent, one teacher had sixty-six per cent, one teacher had fifty percent and one teacher had thirty-three percent of his students' sample pre-test and post-test questions identified correctly by the judges.

None of the teachers in the live-in group had all their students' sample pre-test and post-test questions judged correctly. Three teachers of the live-in group had seventy-five percent of their students' sample pre-test and post-test questions identified correctly by the judges. Of the remaining teachers in the live-in group, one teacher had fifty percent and two had none of his students' sample pre-test and post-test questions identified correctly by the judges.

The Rokeach Dogmatism Scale Form E

An analysis of The Rokeach Dogmatism Scale Form E in Appendix H was made, see Table 1 . Both high (135 and over) and low dogmatic (under 135) teachers are seen as having an effect on students' attitudes in the classroom. There is no noticeable extensive data to demonstrate that teacher dogmatism is related to the effect of the unit on the student. In the classroom data there is a hint that teacher dogmatism is an important factor in the teacher's classroom effectiveness.

A study of Table 1 shows that the judges were able to identify with slightly more accuracy the pre and post-test results of the less dogmatic teachers in the live-in group. In the live-in workshop Rokeach Dogmatism Scale Form E scores ranged from 101 to 172 shown

in Table 1. Four scores fell below 135 (low dogmatic) and six scores fell at 135 and above (high dogmatic). Of the three scores which fell below 135 the judges identified the students' answers of two participants with one hundred percent accuracy and of one with fifty percent accuracy. Of the six high dogmatic scores at or above 135 the judges identified students' answers with the following accuracy: one at thirty-three percent, one at sixty-six percent, one at seventy-five percent and three at one hundred percent.

Teachers' Social Service Experience

An analysis of the teachers' social service experience and the percentage of their students' test answers identified correctly by the judges was made. The data are found in Table 1. The figures showed that there was no strong relationship between the judges' ability to judge correctly the students' pre-test and post-test answers and the amount of social service experience of the teachers in the live-in group. However, in the classroom group, with one exception, the students' pre and post-tests of those teachers who had social service experience were judged more accurately than those of teachers who had no social service experience.

An analysis of the evaluative statements in Appendix F was made in order to determine if those in the live-in group found the act of living on the scene good and those in the classroom group found unsatisfactory the lack of practical exposure to poverty in its extremes.

The statements of the live-in group contained no negative comments on any of the conditions in which they lived or studied. The comments of this group indicated that they all found the experience stimulating. A few complained of being tired by the full days and several wished that the sensitivity session could have come on the first day of the first week rather than on the last day of the live-in experience.

The classroom group in no way referred to a desire to live on the scene of poverty. The greatest fear they expressed was that no one was telling them how to write the units.

Units

The design called for both workshop groups to create units which would be taught in the system the next year. These units were evaluated by Dr. John S. Gibson, Director of the Lincoln Filene Center, Tufts University and Mr. Major Morris, a Negro staff member of the Center. A letter explaining the project and outlining the criteria for evaluation of the units in Appendix J was given Dr. Gibson and Mr. Morris. Both Dr. Gibson and Major Morris studied the units and noted their findings in Appendix K.

In essence they found that the classroom group's units were better organized, were better designed in terms of process, provided more realistic and relevant learning experiences and demonstrated more wisdom and expertise in providing learning situations which would improve students' understandings of racial difference and develop in their students empathy toward economic deprivation. Dr. Gibson and Mr. Morris judged the curriculum design of the live-in group as being thin. They concluded the units in no way reflected the live-in experience. They saw the lack of use of actual pictures taken in the inner city as a weakness in selection of materials. They stated the live-in group presented less concrete instructional resources and suggested this was indicative of a lack of wisdom and knowledge of the process needed to encourage understanding of the variety of problems found in the ghetto.

Workshop Participants' Questionnaire

An analysis of the data of the Workshop Participants' Questionnaire found in Tables 2 and 3 showed that of the live-in workshop five teachers held Master's Degrees in Education, all of which were received from greater Boston Institutions. The range of teaching

TABLE 2

WORKSHOP PARTICIPANTS' QUESTIONNAIRE

LIVE-IN	Highest Degree Held	Received in Greater Boston	Year Degree Granted	Years Teaching Experience	Attended Local High School	Social Work Experience in Years
Baccalaureate	5	4				
Masters	5	5				
1966			4			
1967			5			
1969			1			
0-1				1		
2-4				4		
5-7				2		
8-10				2		
11-13				1		
0						5
1-3						5
					3	

TABLE 3

WORKSHOP PARTICIPANTS' QUESTIONNAIRE

CLASSROOM	Highest Degree Held	Received in Greater Boston	Year Degree Granted	Years Teaching Experience	Attended Local High School	Social Work Experience in Years
Baccalaureate	7	6				
Master's	3	3				
1953			1			
1961			1			
1962			1			
1967			3			
1969			4			
0-1				4		
2-4				2		
5-7				1		
8-10				2		
25				1		
0						4
1-3						6
					4	

experience was from none to thirteen years. One teacher had no experience, two teachers had two years' experience, one three years, one four years, two five years, two nine years, and one thirteen years. In this group three teachers had attended high school in the community. Social work experience in this group ranged from none to three years. Five teachers had no social work experience, three had one year each, and two had three years' experience. Social service experience listed were Neighborhood House counselor, Vista Reading program, Head Start, and community social worker.

An analysis of the Workshop Participants' Questionnaire for the classroom group showed that three teachers held Master's Degrees in Education, all of which were received from greater Boston Institutions. The range of teaching experience was from none to twenty-five years. Four teachers had no experience, two teachers had two years, one teacher had five years, two teachers had eight years, and one teacher had twenty-five years' experience. In this group, four teachers had attended high school in the community. Social work experience in this group ranged from none to two years. Four teachers had no social work experience, four had one year and two had two years' experience. Social service experiences listed were Public Welfare Health Board, Neighborhood House, South End Settlement House, Upward Bound, and Teen City.

Bogardus Social Distance Scale

An analysis of the Bogardus Social Distance Scale in Appendix B was made to determine what changes occurred in attitudes between the first test which was administered workshop participants and the re-test which took place approximately twelve months later. For the purpose of this study the researcher focused on the participants' replies to the question on the Negro. The Bogardus Social Distance Scale provides the subject with seven social distance relationship choices.

There were only a few shifts in affiliation position of the scale in each group. In the live-in workshop two Caucasian participants moved from a selection of "would have as close friends" to "would marry into the group." As this indicates a shift to the acceptance of a closer relationship the move may be identified as positive. On the Negro selection item, in the classroom workshop, two Caucasian participants moved from the selection "would have as close friends" to "would marry into the group." This represents a shift in the positive direction. In this group one Caucasian member shifted from "would marry into the group" to "would have as close friends." This represents a shift in the negative direction.

The judges identified this participant's pre and post-test sample answers with one hundred percent accuracy which would tend to indicate that although the participant chose to maintain a greater social distance with the Negro after a one year time elapse, in no way did the participant allow this change of personal opinion to manifest itself in the classroom.

Narrative Answers

A study of the pre and post-test replies to the narrative questions, Part I, II, III and V of the Social Dynamics Data Collection Schedule in Appendix A disclosed no appreciable change in teachers' attitudes. The post-test answers to I by the live-in group and the classroom group showed little change in the definition of racism and poverty. In the live-in group, for example, one participant's pre and post-test answers to racism were:

> Pre: "Racism is a cancer in the United States, a lack of understanding or bigoted behavior."
>
> Post: "Racism is prejudicial thinking and acting discriminatingly against one group - - a self-righteous and narrow-minded inflexible way of dealing with human beings."

In the classroom group typical pre and post-test answers were

> Pre: "Racism is a fanatical devotion to the furtherance of one's own race despite the harm one might cause other races."
>
> Post: "Racism is a sense of the superiority of one's own race and a feeling of contempt for any other race."

The participants changed little in their conception of poverty. For example, one live-in member's idea of poverty was:

> Pre: "Poverty is a physical and emotional lack. Both can wear away at the inner being and leave him less than human, less able to cope with the forces in daily life."
>
> Post: "There are two types of poverty -- spiritual and material."

A classroom participant's pre and post-test answers were:

> Pre: "Poverty is experiencing a lacking of funds which has consequences on a person's physical standard, self-image and self-worth."
>
> Post: "Poverty is to be poor financially, education becomes impossible, one lives in a deprived environment and relationships are restricted to those people with situations identical to one's own. A feeling of hopelessness with no solutions."

The post-test answers to II, the question of objectives of a teacher training program, found the live-in group emphasizing the need for awareness and the development of understanding while the classroom group called for the need of more sensitivity training

and the emphasis of the similarities among the different races.

In reply to II "The objectives of a teacher training program in the area of race relations and poverty should be as follows" was answered by one member of the classroom group in these words:

Pre: "To learn the historical backgrounds which have contributed to molding of racist attitudes."

Post: "To expose the teacher to sensitivity training with an emphasis on sincere understanding of others."

One member of the live-in group commented:

Pre: "A program should enable the teacher to have an open mind toward all races and enable teacher to train students to accept all."

Post: "A program should make all aware of racism as it exists and show the positive constructive side of ethnic groups and teach an appreciation of the contributions of ethnic groups in the community."

A live-in group member said of the objective of a training program on poverty:

Pre: "To gain a knowledge of why people are poor today."

Post: "To realize how expensive everything is."

A typical reply of the classroom group was:

> Pre: "Increase understanding of all aspects of poverty. Devise means of eliminating poverty through educational tools and techniques."
>
> Post: "To see poverty and its results. To study the economic system -- welfare -- and the effects of poverty on youth, e.g., delinquency and theft."

Item III dealt with self-perceptions regarding racism. The question of self-identification of racism found half of the live-in group still not knowing whether or not they were racists after the workshop experience and only two in the classroom group not knowing whether or not they were racists at the conclusion of the workshop. Only one of the participants stated they were racists either before or after the experience but some were left with doubts. In the classroom group, for example, one participant said:

> Pre: "I don't know. I can understand why many feel they are at dead end. I can sympathize with feelings that violence is the only way or refuse to obey laws that discriminate. But other times their demands and the way they are presented turn me off."
>
> Post: "I don't know. I am still trying to sort my thoughts and feelings out."

There were feelings of ambivalence among the live-in group as well:

> Pre: "I don't know. I accept most people but show it at times."
>
> Post: "I don't know."

Several other interesting comments from members of this group were:

> Pre: "I am not a racist. I accept all and judge on character and personality. I am a racist for I wouldn't live in a totally black or yellow neighborhood."

Post: "I don't know. I don't think anyone can be absolutely positive. I try to react to what they are as a person not the color of their skin."

Pre: "I don't know. I have never been touched by members of another race. I haven't been tested by fire."

Post: "I don't know what my gut feeling would be in the daily living situation."

Pre: "Like most Americans I was raised in a racist environment and was taught to hate. Perhaps I have overcome but am not at all positive I have."

Post: "Don't know; sometimes I feel I am."

Three minority group members participated in the live-in experience. Two declared they were not racists. The third answered:

Pre: "I am not. Each man I meet and judge on his own. I am for I categorize. 1. Most whites have a head start and don't give a damn about truly helping blacks. 2. Most blacks are too busy trying to achieve their own ends and would step on a brother."

Post: "I am, there is at least one class of people that I distrust only because of race. I prejudge each in group rather than considering each as an individual."

The question of whether we must always live with poverty or if it must be eliminated found most members of the live-in group convinced after their experience that the poor must help themselves. Many saw this as the only way to a better life for the deprived people. The classroom group tended to call for more public assistance programs as a result of their experience.

In choosing between agreeing that "We must learn to live with poverty" or "Poverty must be eliminated" we find that there were some changes in attitude. For example, a live-in group member put it this way:

Pre: "We must live with it for it can't be completely eliminated."

Post: "We must eliminate poverty for it is a blight on us all. There is no need for it."

While a classroom group member stated:

Pre: "It leaves millions without the slightest hope. If poverty continues we will have a caste system. The poor are wasted resources of great potential."

Post: "Everyone needs hope to live. The hope of a brighter tomorrow. Nobody wants to be poor. The only legacy a poor man leaves his children is his utter poorness."

Item V "Black people and other minority groups have pushed too far too fast because, or Progress in black-white and other minority group relationships has been too slow because" was answered diversely. A minority member in the live-in group said:

Pre: "We have been treated as second class citizens too long. Blacks have been cut off from their heritage, segregated against. In recent years whites have displayed tokenism. They point with pride to the few blacks "who have made it." Now blacks aren't satisfied with one or two individuals who are show pieces for whites. Blacks want to make it now as a group -- establish a group identity."

Post: No reply

Another minority member wrote:

Pre: "Just the contrary. The concept of integration without first having reverse segregation is unworkable. Adding equal quantities to several unequal quantities still produces unequal quantities. The majority will never allow several minorities to rise to their level."

Post: "Impossible. Blacks and whites will never be able to communicate and rationalize on a large scale because whites have suppressed blacks and minority groups for so long their progress can never be too fast."

In the classroom group one member said:

Pre: "We have moved too slowly. Despite all America has to offer there are still ghettos, filfth, hunger, degradation and oppression."

Post: "Too slow. Blacks have not greatly improved their status after 400 years."

And one member of the group philosophized:

Pre: "It is hard for me to admit that the American Dream doesn't work for all. It's easier to believe that if you want something you can work for it. It's easier to see that these groups are basically inferior than to admit that they have been ignored or discriminated against."

Post: "Too slow!"

Some comments in the classroom group on the subject poverty -- "The people are entitled to all and more than is being done for them" or "Poor people must learn to help themselves:"

Pre: "He must learn to help himself. Receiving welfare and aid does not build his feelings of self-worth and long range usefulness as a member of society. If he helps himself the government and other agencies can help make further large scale improvements."

Post: "He is entitled to all and more than is being done for him. They need a chance to get to an equal standing."

In the live-in group some shifts in attitude occurred:

Pre: "Entitled to all for if they aren't able to acquire basic needs they should be helped."

Post: "They must help themselves. If they don't their situation will always exist."

Another example demonstrates a similar shift:

Pre: "Entitled to all. They have been downtrodden for so many years. They need help from all who can give it especially the Federal Government."

Post: "They must do for themselves. Without this they will have low self-concept. I can't help anyone. They have to help themselves."

The last question V dealt with two viewpoints on law and order. The respondent was given a choice between "There is too much law

and order" or "There is not enough law and order." Replies to the question of whether or not there is too much law and order found the live-in group calling for more equal justice and greater training for the police, while the classroom group saw law and order as repressive. Six members stated there was too much law and order in the post-test situation.

Typical of the live-in group's replies were:

> Pre: "Neither. Order both inner and outer is necessary for man to continue growing but I do not believe in a society which is using law to oppress minority groups."
>
> Post: "There is too much law and order. The cause has to be attacked -- order would hopefully follow."
>
> Pre: "There is not enough. Everything is in a turmoil."
>
> Post: "There is not enough. So many people are not interested in the problem."

One member showed a marked shift:

> Pre: "There is not enough law and order. The poor do not have the spokesmen to interpret the law."
>
> Post: "There is too much law and order. The police have acted out of fear with many black people for example Fred Hampton."

The classroom group on the whole maintained a stance that there was too much law and order. For example:

> Pre: "Too much. Things can't be solved by martial order. Keeping the lids on things only makes the water boil more."
>
> Post: "Too much law and order is solved by the rich by their checkbooks while the poor pay for it with their lives."

One interesting shift occurred in the classroom group:

> Pre: "There is too much. Many of the problems need more understanding than punishment. In the long run a very

sensitive approach now to the feelings and origins of the problems and how to solve them would do more than a strict approach according to the book."

Post: "There is not enough. Law is now directed towards those who break laws. Too little is directed toward those who do not follow laws (hiring, educating, housing, and employment practices."

A study of the pre and post-test narrative replies to the American Jewish Committee Data Collection Schedule in Appendix C was made to see if there was any noticeable change in the attitudes of the workshop participants. The live-in group teachers seemed to emphasize the need for a teacher to be accepted by students, the need for developing a flexible curriculum, and the need for improving the student's self-confidence. The classroom group identified the need for greater cooperation on the part of administrators as being of prime importance and they cited the lack of proper learning materials and educational specialists as intensifying the problem.

For example, one minority group member of the live-in group wrote:

Pre: "Parental apathy and the exaggeration of the rights of children by children."

Post: "Getting the children to accept me as an individual not as a representative of a pattern. As a black to avoid being accused of absenting myself from the scene."

In the effective domain one stated:

Pre: "The lack of time to give individual attention to children who need it."

Post: "Dealing with the emotional needs for children."

Few teachers could reply to "The important problems of teaching Portuguese children" for they had not been exposed to Portuguese children. Those in the live-in group that did, mentioned the language barrier, understanding their family structure, and the difficulty in

obtaining materials to assist Portuguese children to learn English. Those in the classroom group cited the inability of the teacher to speak the language, the difference in value systems, making the children feel a need for education,and helping them control their emotions as the problems which must be solved in teaching Portuguese children.

The question of the special problems of teaching the Negro child was seen by the live-in group as one in which the teacher must assist the Negro child to realize his heritage, must remain open-minded, must remain sensitive to the needs of the Negro students, and must help the Negro student to build a positive self-image. The classroom group listed in their post-test replies the need to assist Negro children with their psychological problems, the need to have teachers increase their knowledge of Negro history, the need to instill the desire for long term goals,and the need to establish a relationship of trust between teacher and Negro student.

Typical of the classroom group answers were:

Pre: "Help them be proud of their heritage -- to reach their full potential."

Post: "Black children are the victims of prejudice. Teacher must help blacks realize their identity."

The current semantical dilemma was expressed by one teacher:

Pre: "The difficulty of knowing whether to call them black or Negro."

Post: "I have no black students."

Some of the classroom teachers expressed emotional concerns:

Pre: "The problem of telling them like it is without making them paranoid."

Post: "There are no problems in particular except my void in Black History."

And another:

Pre: "Overcoming the feelings of mistrust they might have for me and eliminating over compensation on my part."

Post: "It is difficult to talk over problems with child. I must prevent myself from giving them additional benefits."

And another teacher stated:

Pre: "Helping them overcome their prejudices and sensitivities. Motivating them to overcome their handicaps."

Post: "The main problem is a lack of trust, honesty, and commitment."

An analysis of the question of the special problem of teaching poor children disclosed no great change between pre and post-test expressed by the live-in group. The classroom group, in their post-tests, expressed overwhelmingly the need for understanding, the need to expand their students' experiences, and the need for more educational funds for schools in the poverty areas.

Some examples of the live-in group were:

Pre: "Not being poor myself and not understanding what their experiences are like."

Post: "Having a respect and understanding not based on material values."

Another sample shows:

Pre: "I must understand and not condemn their values."

Post: "Their lack of proper nutrition. I must teach them respect for private property."

The classroom teachers wrote thusly:

Pre: "The poor are unmotivated. We must make the child want to learn."

Post: "They lack a cultural experience. The children come hungry. Their problems or their need to work makes studying nearly impossible."

The problems of teaching middle class children as expressed by the live-in group in their post-tests were that there was too much emphasis on the material things in life and too little emphasis on getting along with all kinds of people. The classroom group in their post-tests saw the middle class child as spoiled and thought that there was an over-emphasis on competition in the schools to the exclusion of learning for learning's sake.

Some examples of the live-in group answers are:

Pre: "Make them aware of the other end of the line. The poor of the wealthy and the wealthy of the poor."

Post: "A focal point should be placed on not making material goods the end in our life."

Pre: "Have them know there are many people in the community and world less fortunate."

Post: "Help them be able to get along with everybody and to have a good outlook on life."

Some of the classroom workshop teachers replied:

Pre: "Help them overcome feeling the world was given them and that they are due pre-packaged happiness."

Post: "The difficulty is a tendency toward intolerance, intellectual snobbery, over-emphasis on competition to the exclusion of learning for learning's sake."

And another answer was:

Pre: "Middle class children as back bone of American society should be taught to realize responsibilities to society."

Post: "Help them realize concern for all."

When answering the question whether or not there was a difference between teaching a poor child and an affluent one the live-in group placed emphasis on the lack of incentive from home while the classroom group saw a difference in parental motivation and thought that the home environment of the poor child was the factor

which gave him some or no opportunity to compete with the more affluent.

One minority group member replied:

Pre: "Are you serious?"

Post: "The children are hungry. They have no incentive from home while the middle class child has access to everything."

Another live-in group member stated:

Pre: "The home educational background of the poor is poor and a positive attitude toward school is rarely fostered."

Post: "There is a little parental concern with the affluent but very little with the poor."

When asked what special preparation teachers should have in order to work with the poor and/or minority groups the live-in group teachers saw the need to forget one's middle class standards, the need for first hand experience of living in the ghetto, the need to study the personal problems which these students face daily, the teacher's need for a good awareness of himself, and the need for sensitivity training. In replying to this question, classroom group teachers saw as necessary, sensitivity training, real life experiences, special psychological training, and programs which would assist the teacher to develop self-awareness.

A typical response from the live-in group was:

Pre: "Teachers need to recognize the cause of behavior rather than the behavior."

Post: "Must have a basic understanding of the socio-economic conditions. A teacher needs to care and must be able to communicate."

A teacher in the classroom group responded:

Pre: "A teacher must spend time with and live in the culture of his students."

Post: "A teacher must have sensitivity training and must visit neighborhoods of the poor."

The answers to the question in which the teachers indicated what they hoped to receive and what they had received from the workshop were varied. The live-in workshop people listed learning things that are not printed in the newspapers, gaining more understanding of the crowded neighborhood, the feeling of close comradeship, an opportunity to feel the pulse of the black community, and more awareness of the inner city child and his problems. The classroom workshop people, in reply to this question, stated they gained an awareness of the problems of their city, received a great experience in sensitivity training, now had a better understanding of self, now had a chance to ease tensions in the school,and had gained a realization of how frustrated blacks in our schools feel.

A typical sample from the live-in workshop:

Pre: "Understanding. An improvement in my ability to reach out to those who suffer from prejudice."

Post: "More than I gave. I learned pragmatically about problems which I don't usually face."

Pre: "A better understanding of the people and children of the area in which poverty exists."

Post: "I became a much more feeling person, much more aware of the inner city child and his problems."

A minority group member of the live-in workshop said:

Pre: (Blank)

Post: "It gave me the opportunity to feel the pulse of the black community working together to effect change. It made me feel good.

A classroom teacher replied:

Pre: "A more effective way of dealing with underprivileged children."

Post: "A chance to ease tensions in the schools. It helped to develop in me an awareness of the problems."

A negative reaction was expressed by a minority group member in the live-in workshop:

Pre: "A better awareness of the plight of the poor and minority groups."

Post: "There were bigoted money-hungry members of the workshop when it began and there were bigoted money-hungry members when it ended."

Social Dynamics Data Collection Schedule Item IV

An analysis of the items in question IV of the Data Collection Schedule of Social Dynamics was made in Table 4. These items were in the affective domain. The questions were concerned principally with the areas of self-concept and communication skills. Only those items which registered a 100 percent positive or negative gain were studied. No startling differences were found between the responses of the two groups. The live-in group experienced gains over expectations on fifteen items and had one negative shift in the item on problem solving in groups. The classroom group experienced positive gains on seventeen items.

The sensitivity sessions which the classroom group experienced may be reflected in the increase in learnings in items twelve, thirteen, fourteen, and eighteen. It is worth noting that the live-in group showed a marked gain in learnings over expectations in the item, My Concept of Myself. A closer study of these figures reveals that both groups gained in My Own Values and Needs but that the live-in group made the greater gain. The live-in group received more help than expected in the skill of Giving People Helpful Feedback, but the classroom teachers benefited more in Receiving Feedback From Others. Both groups gained in Listening skills. The live-in group showed marked increase in Sensitivity to My Own Feelings. The classroom group made a dramatic change in

TABLE 4

DATA COLLECTION SCHEDULE - SOCIAL DYNAMICS
ANALYSIS OF QUESTION IV SHOWING PERCENTAGE
OF CHANGE FROM PRE-TEST TO POST-TEST

IV. During the workshop experience, my learning expectations in the following areas are:

		Learning Expectations	
		Group	Great Learning
1.	My concept of myself (who I am)	1 2	+500
2.	My own values and needs	1 2	+400 +100
3.	Needs and values of others	1 2	
4.	Understanding other people better	1 2	
5.	Helping other people understand me better	1 2	
6.	Giving people helpful feedback	1 2	+200
7.	Receiving feedback from others	1 2	+300
8.	Communicating more effectively	1 2	
9.	Communicating at the feeling level	1 2	

TABLE 4 Continued

	Learning Expectations	
	Group	Great Learning
10. Listening	1	+100
	2	+100
11. Sensitivity to my own feelings	1	+400
	2	+150
12. Sensitivity to the feelings of others	1	
	2	+500
13. Encountering new people and situations	1	
	2	+150
14. Accommodating others' point of view	1	
	2	+400
15. Feeling that my point of view has been accommodated	1	
	2	
16. Confronting persons around precipitating incidents	1	+100
	2	+100
17. Risk-taking	1	
	2	
18. Trying new behavior	1	
	2	+100
19. Non-verbal communications	1	+400
	2	
20. Trusting	1	+600
	2	-200

TABLE 4 Continued

	Learning Expectations	
	Group	Great Learning
21. Caring	1	+250
	2	+150
22. Liking	1	+500
	2	+400
23. My influence on others	1	+250
	2	+500
24. How others influence me	1	+250
	2	+500
25. Role-Playing	1	+300
	2	
26. Simulations	1	+100
	2	+200
27. Change-Agentry	1	+200
	2	+100
28. Helping others with problems	1	+150
	2	
29. Getting help on my problems	1	+400
	2	
30. How groups operate	1	
	2	
31. Working in a group on a task	1	
	2	

TABLE 4 Continued

	Learning Expectations	
	Group	Great Learning
32. Problem-solving in groups	1 2	-142
33. Tension-making in groups	1 2	+100
34. Roles I play in groups	1 2	+100
35. Roles others play in groups	1 2	
36. Interactions between groups	1 2	+300
37. Helpful techniques to use in the classroom	1 2	

Sensitivity to the Feelings of Others, slight gain in Encountering New People and Situations, and considerable gain in Accommodating Others' Point of View. Both groups made slight improvements in the skill of Confronting Persons Around Precipitating Incidents. The classroom group made slight gains in Trying New Behavior.

The live-in group registered substantial gains in Non-verbal Communications, Trusting, Caring, Liking, How Others Influence Me, and Role-playing. The classroom group registered a negative shift in Trusting, slight learnings over expectations in Caring, large gains in Liking and How Others Influence Me.

In the questions which might be classified as group participation skills the live-in group made a noticeable gain over expectations in Role-playing, and Getting Help on My Problems. Both groups showed some gains in Simulations, and Change-agentry. The classroom group made positive changes in learnings about Tension-making in groups, Roles I Play in Groups, and Interaction Between Groups.

American Jewish Committee Data Collection Schedule

Items Eleven Through Thirty-three

A study of the American Jewish Committee's Data Collection Schedule in Appendix C , items eleven through thirty-three was made. Each pre and post-test answer was tabulated by group, coded, and these data were computer analyzed. The percentage of change between pre-test and post-test was figured and these results were recorded in Table 5 . An attempt was made to determine the degree and direction of shift. The direction was determined by studying each question and establishing if agreement with the question indicated a conservative viewpoint or if disagreement with the question represented a liberal viewpoint. For the purpose of this study a conservative viewpoint was taken to be one which would tend to believe in

TABLE 5

DATA COLLECTION SCHEDULE - AMERICAN JEWISH COMMITTEE
ANALYSIS OF QUESTIONS 11 - 33 SHOWING PERCENTAGE
OF CHANGE FROM PRE-TEST TO POST-TEST

	Group	Strongly Agree	Agree	No Opinion	Dis-Agree	Strongly Disagree
11. IQ tests, although not perfect, do give a valid picture of one aspect of a student's potential.	1 2					
12. A bright or talented child, if he wants to, can be successful in spite of his disadvantaged environment.	1 2				+300	
13. A major function of the schools is to teach students to obey orders and submit to discipline.	1 2		 +200			+100
14. The schools should place more emphasis on developing the social and emotional well-being of the students than on developing their academic ability.	1 2	+200	 +100			

TABLE 5 (Continued)

	Group	Strongly Agree	Agree	No Opinion	Dis-Agree	Strongly Disagree
15. Most parents from disadvantaged neighborhoods are not concerned about their children's education.	1				+200	
	2					
16. Obedience and respect for authority are the most important virtues children should learn.	1					+200
	2					+100
17. Once a student is headed toward being a school failure, there is not much that anyone can do to prevent it.	1					
	2					
18. The schools should place more emphasis on the value of competition than on cooperation.	1				+200	
	2					
19. Whether we like it or not, the best way to prevent a student from repeating his misbehavior is to discipline him so strictly that he won't ever do it again.	1					
	2					

TABLE 5 (Continued)

	Group	Strongly Agree	Agree	No Opinion	Dis Agree	Strongly Disagree
20. Schools should evaluate their influence upon children in terms of bringing about desirable changes in behavior both in school and in the community.	1 2	+100				
21. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.	1 2		+100 +200			
22. Most people on welfare are anxious to find work that will support their families and give them a sense of dignity and self-worth.	1 2	+100				
23. Most poor people live for today and enjoy life more than many others.	1 2					

TABLE 5 (Continued)

	Group	Strongly Agree	Agree	No Opinion	Dis-Agree	Strongly Disagree
24. Most members of minority and racial groups are usually underprivileged and on welfare.	1		+100			
	2					+300
25. Teachers should enjoy talking to the students and be on friendly terms with most of them.	1					
	2					
26. Before recommending or suggesting a college course for a student, school personnel should consider the child's financial resources as well as his native ability.	1					
	2					
27. It is too much to expect a school's curriculum to fit the general and special school, cultural and economic needs of the community.	1					+100
	2					
28. Most poor people could "get ahead" in life if they only tried harder.	1					
	2		+100			+100

TABLE 5 (Continued)

	Group	Strongly Agree	Agree	No Opinion	Dis-Agree	Strongly Disagree
29. Schools should not be tied up too closely with homes and agencies.	1 2					+100
30. By and large, IQ scores reflect an individual's heredity more than his environment.	1 2					
31. Overall, the neighborhood in which a student lives does not make a difference in the kinds of educational and economic opportunities he will have in life.	1 2					+250
32. Tests are the only valid and fair basis for evaluating the performance of students, no matter what their backgrounds are.	1 2					+133
33. When a student has a school problem or worry, it is best for him or her not to think about it but to keep busy with more cheerful things.	1 2					+133

strict law enforcement and would tend to blame the individual for his own plight while a liberal viewpoint was taken to be one which would tend to believe in fewer laws and weaker enforcement and would tend to blame the state and society for the plight of the poor.

Using this definition as a criteria the tabulation of replies was studied and it was determined that on over fifty percent of the questions the live-in group indicated a shift to more liberal positions while the classroom group shifted to more liberal positions on only seventeen percent of the questions. There were no significant shifts between pre-test and post-test by either group on items eleven, seventeen, nineteen, twenty-three, twenty-five, twenty-six, and thirty.

The live-in group experienced the greatest shift to liberalism in item number twelve which stated, A bright or talented child, if he wants to, can be successful in spite of his disadvantaged environment. The next greatest shift toward liberalism occurred in number thirty-one which indicated that, Overall, the neighborhood in which a student lives does not make a difference in the kinds of educational and economic opportunities he will have in life. The live-in group shifted significantly to liberal viewpoints on number fourteen, an item which states, The school should place more emphasis on developing the social and emotional well-being of the students on developing their academic ability. This group also shifted toward a liberal stand on number fifteen which indicated that most parents from disadvantaged neighborhoods are not concerned about their children's education. On number sixteen which emphasized Obedience and respect for authority are the most important virtues children should learn, the live-in group shifted to a more liberal viewpoint. On item number eighteen which suggested that, The schools should place more emphasis on the value of competition than on cooperation, this group also shifted in the liberal direction.

The classroom group made one significant shift to liberalism and that was on Item number twenty-four which was the statement that, Most members of minority and racial groups are usually underprivileged and on welfare.

The live-in group made a very slight shift to conservatism on Item twenty-one which stresses, What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country. The classroom group made two shifts to the conservative viewpoint; the first on Item thirteen which states that, A major function of the school is to teach students to obey orders and submit to discipline. The second shift toward conservatism was on number twenty-one, What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

Hypothesis Treatment

Hypothesis A for the study stated that there will be a greater change in attitude toward race and poverty in students taught by teachers who lived in the ghetto during their in-service training than in those students taught by teachers who had the classroom experience. Table 1 shows that of the seven participating teachers in the live-in group three had their students' pre and post-test replies identified with .75 percent accuracy, one with .66 percent accuracy, one with .50 percent accuracy, and in two instances none of the students' questions were judged correctly. In contrast, five of the classroom teachers had their students' pre and post-test questions identified with 100 percent accuracy, one with 75 percent accuracy, one with 60 percent accuracy, one with 50 percent accuracy, and one with 33 percent accuracy. This is evidence that the judges were able to identify, with greater accuracy, the test results of the classroom workshop teachers. The greater change appears not to be among the students of teachers in the live-in group and the hypothesis is not supported.

Hypothesis B for the study stated that there will be a greater change in attitudes toward race and poverty expressed by teachers who lived in the ghetto during their in-service training than in those who had the classroom in-service experience. An analysis of the Bogardus Social Distance Scale showed no appreciable change in the teachers in either group toward race. On the Negro item two teachers in each group moved from "Would have as close friends" to "Would marry into the group." A careful study of the narrative answers to the Social Dynamics Data Collection Schedule and the American Jewish Committee Data Collection Schedule showed that no appreciable change in attitudes toward race or poverty occurred in either group of teachers. An analysis of the items under Section IV of the Social Dynamics Data Collection Schedule showed increased learnings in the affective domain took place in both groups but these items were only indirectly related to conditions of racial difference and poverty. An analysis of Items eleven through thirty-three of the American Jewish Committee Data Collection Schedule showed that the live-in group shifted to more liberal attitudes on over fifty percent of the items. These questions were concerned with educational philosophy and its application to students living in the ghetto. In view of the above findings, hypothesis B is not supported.

Hypothesis C for the study stated that there will be no discernible difference in the content or construction of the units developed by the two in-service workshops. Dr. John S. Gibson and Mr. Major Morris of the Lincoln Filene Center which has pioneered in developing intergroup relations curriculum evaluated the various units produced by the workshop members. They found the curriculum units developed by the classroom group to be far superior as far as organization, process, and provision of more realistic and relevant learning experiences. Since Dr. Gibson and Mr. Morris found a distinct difference in the two units hypothesis C is not supported.

Hypothesis D for the study stated that there will be a change of attitude toward race and poverty among students and teachers in both groups. For the purpose of this study, recognizable changes of over seventy-five percent of the teachers' students' sample was established as demonstrating notable change in attitudes. In the live-in group three sets of students' answers were scored with seventy-five percent accuracy by the judges. In the classroom group six sets of students' answers were scored with seventy-five percent accuracy by the judges. Thus a total of nine (or .56) out of sixteen classes were judged at or about the seventy-five percent level. This degree of change is not notable. Attitudes of the teachers in both workshops toward the Negro changed little as a close study of the pre and post test on the Bogardus Social Distance Scale revealed.

There was a notable change toward liberal thinking in terms of educational philosophy experienced by the live-in group on the American Jewish Committee Data Collection Schedule and great learnings over expectations in the items related to the affective domain on the Social Dynamics data Collection Schedule. These items were only indirectly related to attitudes toward race and poverty, however, and we therefore must conclude that hypothesis D is not supported.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Experimental Method

The context of this study fell within the scope of attitudinal studies and attitudinal change. Specifically, the research focused on the teacher as the key to bringing about attitudinal change in the classroom. There is an abundance of attitudinal change studies which concern themselves with the Negro but a paucity of studies which focus on attitudes toward conditions of poverty. The deficiency in theoretical and empirical literature allied to the interrelationship of a teacher's in-service training experience and the effect of that experience on his students' attitudinal change toward either the Negro or those living in economic deprivation was the raison d'etre of this study.

Accepting the fact that people hold attitudes toward race and poverty, a model was designed by which it might be possible to determine which of two exposure workshop experiences was more effective in bringing about attitudinal change among teachers and their students. The first sub-division of the study was based on providing an on-the-scene or first-hand experience for one half of the population. A survey of research suggested that vivid, emotionally charged experiences were the most effective designs to accomplish attitude modification. The use of prestige symbols and respected personalities are also highly persuasive techniques to utilize.[1] It is known, however, that close contact may not always bring about

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[1] Newcomb, Newcomb, and Murphy, op. cit., p. 979.

friendly relationships.[2] Therefore, the second half of the teacher population was exposed to a classroom situation where teachers studied the problems of poverty and race as they related to the local community.

The research was concerned with studying the effect of different in-service training experiences on two groups of teachers and their students. A group of ten teachers was selected to participate in each workshop. The first ten teachers to register for each workshop were accepted. Participants were pre-tested and post-tested one year later on The Bogardus Social Distance Scale, as well as two instruments especially designed for the study, The Data Collection Schedule of Social Dynamics and The Data Collection Schedule of The American Jewish Committee. The Rokeach Dogmatism Scale Form E was administered also. Participants completed a Questionnaire which provided vital statistics and an Evaluation Form which provided an insight into their daily reactions to their workshop experience.

The live-in workshop consisted of one week's experience of living among the people of the South End of Boston. Opportunity was provided for participants to meet with parents, educators, community leaders, businessmen, bankers, policemen, residents living in the urban renewal area, and medical and social service workers.

The classroom workshop consisted of an exposure to representatives of the local community, and to staff members of its private and public social welfare agencies, its policemen, its probation officers, representatives from minority groups, and student representatives from a local high school.

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2. David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society (New York: McGraw Hill Book Company, Inc., 1962), p. 253.

Units were devised by both workshop groups working independently during the second week of the study. These units were taught by sixteen of the twenty participants during the following school year. Teachers administered to their social studies students, in a pre-test post-test design, three test questions, What is a city?, What is poverty?, and Who is a Negro? A ten percent sample or fifty-three pre and post-test questions, was taken. The students' questions were typed, coded, and given to judges who determined which questions were pre-test and which questions were post-test. Pre- and post-test questions of a narrative nature on the Data Collection Schedules were studied to determine if there was any congruent or incongruent change in attitude on the part of the teachers. On all instruments those questions which could submit to statistical analysis were computer analyzed.

Pre-conditioned variables of the study were age, sex, amount of education, school system, ethnic origin, racial group classification, socio-economic status, and religion.

Individual independent variables considered were the underlying personality characteristic of dogmatism, the attitude toward the Negro and poverty, and a variety of self-concepts. Group independent variables were liberal and conservative positions on school administration, student assessment, and law and order.

Summary of Study Findings

The hypothesis relating to greater change being made by teachers who lived in the ghetto was tested by having judges study the sample of students' pre and post-test replies of the teachers in both workshops. The judges were able to identify, with greater accuracy, the replies of those students whose teachers experienced the classroom in-service training workshop. The data indicated that the judges could identify correctly all of the pre and post-tests of students of five teachers who were exposed to the classroom in-service experience.

None of the teachers in the live-in workshop had all of their students' sample pre and post-test questions identified correctly. This data strongly indicated that the members of the classroom teacher workshop were more successful in changing their students' attitudes toward race and poverty.

The Rokeach Dogmatism Form E scores were studied in relation to the effectiveness of teacher classroom results as were the years of social service experience. Given the limitations of this small sample it would appear that there was only a hint of any positive relationship between a teacher's longer social service experience or higher dogmatism and his greater success in changing student attitudes in the classroom. Based on these findings hypothesis one was rejected.

The hypothesis relating to the degree of attitude change of teachers in both workshops was treated by making a study first of the narrative answers to the Data Collection Schedule. This study revealed no marked change in teacher attitudes toward race and poverty in either workshop group. A computer analysis of the replies to other items in these instruments served to prove only that the live-in workshop group became more liberal in its attitudes toward educational policy as it applied to students in the ghetto. A study of the data revealed that there were no appreciable shifts to acceptance of the Negro in closer proximity on the Bogardus Social Distance Scale. There was insufficient evidence to support the hypothesis and it was rejected.

The hypothesis relating to the lack of difference in the units prepared by both workshop members was tested by requesting Dr. John S. Gibson, Director of the Lincoln Filene Center and Mr. Major Morris, a Negro staff member, to evaluate the units produced by both workshop groups. Both Dr. Gibson and Mr. Morris found marked differences in the structure and content of the units. They found the units constructed by the classroom group to be more

relative to the needs of the students. They found that the live-in group had not incorporated their experience in their units. As the findings of this analysis were contrary to the hypothesis it was rejected.

The hypothesis relating to a change in attitude toward race and poverty occurring in both groups was tested by analyzing the pre and post-test results of all the instruments. The Bogardus Social Distance Scale results showed that there were two members of each group who chose a closer proximity relationship to the Negro on their post-test. On the narrative questions which dealt with race and racism there was no marked trend of change in attitudes toward the Negro. There was some expressed ambivalence of feelings on these issues, however. Ten of the teachers, four in the live-in group and six in the classroom group, scored 135 or above and were high dogmatics according to the Rokeach Dogmatism Scale Form E. This may account for the lack of marked change in attitudes toward race and poverty. There was insufficient evidence to support a claim that there was marked change in attitudes and the hypothesis was rejected.

Conclusions

None of the hypotheses was supported.

There was no greater change in attitude toward race and poverty among students of teachers whose in-service workshop took place in the ghetto.

No definitive change in teachers' attitudes toward race and poverty occurred in teachers who lived in the ghetto during their in-service training.

There was a recognizable difference in quality of composition, content, and suggested process between the units designed by members of the two workshops. The units constructed by the classroom group

were judged to be of superior quality because of their organization, creative aspects and greater emphases on the affective domain.

Teachers' Rokeach Dogmatism Scale scores indicated that a teacher's degree of dogmatism was not necessarily related to his ability to change students' attitudes in the classroom.

The curriculum developed by the classroom workshop group was judged superior in content and construction. Therefore, it was determined that on-site experience does not necessarily provide teachers with the skill to develop more effective curriculum.

In the affective domain, there was some indication that the group dynamics experience influenced the classroom group teachers and the on-site experience influenced the live-in group teachers.

In view of existing social tensions the findings of this study are worthy of consideration.

Implications of the Study

The administration announced that this workshop was one of the first teacher training projects to provide a five day, twenty-four hour, on-site learning experience in the ghetto. The media and in-system promotion were geared to make the live-in experience seem to be highly dramatic and adventurous. The tension of the times added glamour and an anticipation of excitement to the live-in workshop. All teacher participants in the sample were volunteers. It should be noted that twenty teachers make a small population and that a ten percent sample of students' attitudes provides only limited data for research purposes. Several workshop members stated in writing or orally that they were participating only for the financial rewards. Both workshops were followed closely by the media and some of the live-in experiences were televised. These limitations may have had a negative influence by attracting teachers whose personal and social objectives in participating in the study may have

been more influenced by the excitement and publicity than by a real desire to bring about change in themselves or others.

All of the teachers in this study were largely representative of the middle class. Thus they probably held middle class values. This factor may have impeded somewhat their ability to empathize with the plight of segments of our society with whom they came in contact during this study.

The average age of the live-in group was younger than the classroom group and members had less teaching experience. This factor may help to explain why the units written by the live-in group were judged less appropriate and less adequate. The classroom teachers represented more years' teaching experience than the live-in group. This factor may have contributed to their ability to write more useful units.

The lack of age and teaching experience found among the live-in group may have contributed to their ability to make notable changes in educational philosophy during the year.

In this model, the classroom setting was found to be the more successful means of changing teacher attitudes and indirectly the attitudes of their students. This finding does not suggest that the classroom setting should be espoused to the exclusion of the live-in experience as a teacher training design, for in a slightly different setting or in less volatile times and with teachers who had different objectives or different Rokeach Scores the results might well be quite unlike the findings of this study.

Although the classroom training setting was found to be more influential in helping teachers to change students' attitudes, the teachers in the live-in group did bring about some positive attitudinal change toward the Negro and toward poverty.

The relatively high educational level of teachers may have provided the teachers with more evidence and may have tended to

make the teachers less prejudiced. However, a wider investigation of the Bogardus Pre-test scores uncovered some inconsistencies in teachers' prejudicial attitudes. That is some who indicated a willingness to marry a Negro would not accept that close a social relationship with the American Indian, the Chinese, the Puerto Ricans, and the East Indians. Pre-test results showed that four live-in group members reported they would marry American Indians and Chinese while only three members reported they would marry Puerto Ricans and East Indians. After one year the results of the Bogardus Scale showed that seven members reported they would marry American Indians and Chinese and five members would marry Puerto Ricans and East Indians.

In the classroom two participants in the group reported on the Bogardus Pre-test they would marry American Indians and Chinese and one in the group reported he would marry Puerto Ricans and East Indians. After one year, six members reported they would marry an American Indian, five a Puerto Rican, four a Chinese, and three an East Indian.

It must be emphasized that despite the reporting of an intention to marry a member of one of these ethnic or racial groups on the Bogardus Scale we have no assurance that the participant, in fact, would do this behaviorally when faced with such a decision.

These Bogardus findings might tend to indicate that participation in a project designed to lower prejudice against one group may serve, in some cases, to develop incongruent attitude changes on the part of the subject toward groups not considered in the study. This could be an example of Festinger's theory of cognitive dissonance which states that persuasive communications will produce changes in attitudes not only toward an explicit target but toward related issues.[1]

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[1] Ibid., p. 261.

A study of the dogmatism scores of both groups in relation to the participants' willingness to accept the closest relationship with another race revealed that of the five highest dogmatics in the classroom group, four failed to accept the close social relationship of marriage. Only one of the high dogmatics in the live-in group would not marry into these groups. This may have occurred because of strongly held religious beliefs or closely knit ethnic mores which were held by the participants.

The desire of three minority racial group members to be involved in the live-in experience is of interest. All three were deeply moved by the experience. One became extremely ill, one greatly agitated, and one silent and withdrawn after a very dramatic Thursday evening meeting with members of the Urban League. Two of these participants did not complete their obligations during the year. This might have been due to the fact that they were disillusioned with the entire project or they became discouraged by the seeming enormity of the problem or they lost interest in the work because each was certain he held no prejudice toward any group. One member of this group demonstrated what might be identified as ethnic prejudice by taking the position that because of his dislike of a staff member of one of the assisting agencies the participant would not teach the unit. It is of interest to note that this participant's Rokeach score was 142. We might assume that in this instance a high Rokeach score did identify a person with a high prejudice valence or we could assume that the participant involved lost interest in the project and chose to give this reason for not completing all obligations.

The second member of this group claimed to have mailed the students' post-test questions but they were never received by the researcher. This member took the Rokeach Dogmatism Form E Scale but failed to complete it. This behavior might be explained by

the findings of Howard[2] who made a study of the willingness of Negro professionals to compete with White professionals and found among other things, that the higher the degree of racial ethnocentrism a Negro manifested the higher the degree of resistance he made to open competition with Whites in the same profession.

The third member wrote a note which expressed the subject's objection to problems of the city and poverty being classed with the Negro in the same project. This participant appeared to be made ill from the tensions of the confrontation with the Urban League, however, the subject wrote an excellent unit and assisted graciously throughout the project. This might indicate a spirit of cooperativeness on the part of the participant or a tendency to appreciate some of the positive aspects of the program. This participant's Rokeach score was 101 which might tend to support the fact that low scores on the Rokeach tend to indicate a more open mind.

The process of taking the Rokeach Dogmatism Scale Form E was excruciatingly painful for some of the high dogmatics. One high dogmatic (135) paced the floor several times while the instrument was being administered and remarked to the researcher that he had changed his mind recently on a lot of the issues raised. He noted that he had dropped out of training for service to the church. The subject questioned the researcher about the scale quite thoroughly before consenting to complete the instrument. Behavior similar to this is not wholly inconsistent with Rokeach's findings.[3] This behavior might tend to support Rokeach's findings that those closely affiliated with a church tend to be more highly dogmatic.

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2. David Hooper Howard, "The American Negroes' Dilemma -- Attitudes of Negro Professionals Toward Competition with Whites" (Unpublished Ph.D. dissertation, Indiana University, 1963).

3. Milton Rokeach, The Open and Closed Mind, p. 333.

Thirty-seven questions on the Social Dynamics Data Collection Schedule were related to the affective domain. There seemed to be a noticeable relationship between living on the scene and an increase in Self-concept, Values, and Trusting. This might tend to indicate that a rapport developed in the close associations which occurred during this experience. In the classroom experience there seemed to be a relationship between exposure to sensitivity training and improved communication skills and sensitivity to others. There was, however, a negative shift in Trusting. We might conclude from this that certain members were uncomfortable in the small group situation.

In an attempt to get some feeling for the extent of transfer which might occur between the teacher and his students, after the teachers' exposure to training in the affective domain, the researcher requested teachers to ask the students each day the unit was being taught to record what was good about the day's experience and what was bad about it. An eighth grade student's reply, an unedited example, follows:

> "This movie (Jerry Lives in Harlem) makes me feel roten because I always thought that the Negroes had it better than that. Ive always hated the Negroes that come from Central Square, because they allways start some sort of trouble, when they come down. Just like at the last dance of the teen center all the Negroes kids came down and started a riot, a little fight didn't satisfy them, they had to bring down ten police cars because of the colored kids.
>
> Today's experience was very good Because it had me see how some Negrose live so I don't hate all of them."

A search of the post-test questions in the 484 replies not in the sample identified similar attitude modification in numerous instances. This might tend to indicate that positive attitude change did take place somewhat more extensively than the sample suggests.

Many factors may have contributed to the lack of notable change among teacher and student participants. It may have been unrealistic to expect that a one week exposure to the problems of racial difference and economic deprivation would have sufficient emotional impact on the participants to bring about marked and sustained changes in attitude among the workshop members.

The background of the researcher and the members of the doctoral committee may have influenced the design adversely. None of the members of the committee nor the researcher was Negro and none was living in the ghetto. We do not know the Rokeach scores for either the researcher or members of the committee.

A recognizable shift toward more liberal educational procedures and philosophy occurred among members of the live-in group. This might have been due to the impact of their dramatic face to face discussions with parents and educators in the ghetto or their youth and their shorter teaching experience might have been an explanation for this shift in attitude.

The live-in group's on-site experience may have contributed directly to members indicating a greater understanding of the effect of environment on the child's chances to be successful. Their sensitivity toward the need for more humanistic education as indicated in their demonstrating a belief that there was more to education than obedience to strict discipline, respect for authority, or the inculcation of the determination to work hard and fight for family and country. This expressed attitude shift might be the result of their observations of, and their exposure to the sad plight in which most youngsters are reared in the ghetto.

The classroom group's shift to a broader recognition of the problems of the underprivileged on welfare might have been a result of their contact with the welfare department and housing authority representatives or it might have been the result of the candid

presentation by a former welfare mother who did not represent a recognized minority group but who had managed to gain independence from welfare.

The findings in this study may have some important implications for school administrators as social engineers.[4] This study tends to show that an investment of funds for workshops can lead to changes in teacher personnel behavior and that teacher behavioral change may influence students' behavior. This study appears to indicate that the in-service workshop does not necessarily have to be elaborate or enticing in order to attract teachers to enroll or to train them to be effective change agents. The data from this study serve to emphasize the fact that a human relations program can be an effective means to bring about positive behavioral change in the students of those teachers involved. Findings from this study disclose that ethnic prejudice is present among professional educators and should be a concern of the school administrator.

The findings in this study may have some important implications for the school administrator as this study tends to indicate that a real-life confrontation does not necessarily prepare staff to write appropriate curriculum for reducing prejudice. These findings may point to the fact that the administrator ought to consider certain personality characteristics such as commitment when selecting staff for curriculum development projects.

The social unrest of our time is reflected in a general malaise in today's school setting. If the dissonance among the diverse socio-economic, racial, and ethnic groups in a school system distresses the school administrator, then he may find interesting some of the

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4. Kenneth D. Benne, "Democratic Ethics and Human Engineering," The Planning of Change, ed. Benne, Bennis, and Chin (New York: Holt Rinehart and Winston, 1964), pp. 142-43.

findings of this study. Knowledge of aspects of this study which tend to show that teachers, after certain training, can teach about prejudice in such a way that their students' prejudicial attitudes are lessened, might be helpful to the administrator who is trying to ease social, racial, and ethnic tensions which exist in his school system.

The administrator who is concerned with maintaining positive public relations with the diverse racial, ethnic, and economic groups among parents and community leaders might find the results of this study helpful. There appeared to be an increase in cordial relations between the Negro community and the school curriculum specialists after these workshops were completed. The reason given school administrators was that there was now greater trust of the White educational leadership on the part of the Negroes because the school administration had demonstrated an active willingness to attempt to lessen prejudice among faculty and students.

School administrators who are searching for ways to acquaint their teachers with the functions of public and private welfare agencies in the community may find this study useful. There has been an increase in teacher referrals to the administration of problem cases which might be assisted by the services of public and private social service agencies. It is a possibility that this increase in referrals may have been due to the teachers having been exposed to a description of the services provided by the various agencies.

The administrator who is concerned with the emotional welfare of his staff may find helpful some of the data which tended to indicate that some changes may have occurred among the participants in the affective domain. In the areas of Improved Self-concept, Teachers' Values, Sensitivity to One's Own Feelings, Accommodating Other's Point of View, Trusting, Caring, Liking, How Others Influence Me, Role-playing, Getting Help on my Problems, and Interaction Between Groups, the data disclose that the T-group sessions may have had

some positive effect on those teachers who participated. A study of these categories in the Data Collection Schedule discloses that a shift toward a nurturance of these desirable qualities occurred. This might suggest that this training tends to make teachers more understanding. The group sensitivity training experience called the administration's attention to teachers who could be made more effective in the classroom if they were given further training in this area. These data might suggest to administrators helpful ways to identify teachers who could work effectively in a multi-ethnic, multi-racial setting.

There are inherent limitations in any empirical research. This is especially true in the rather amorphous field of social relations and attitudinal change studies. The general trend of change of participating teachers and students was in the positive direction. The condition of social tensions which exist in our society today forces us to make every effort to design educational experiences which will tend to ameliorate the current feelings of mistrust and even hate which exists among and between many segments of our society. If we consider only the serious plight our country is in this study is worthy of further consideration.

Suggestions for Further Research

This study has provided some explanation of the effectiveness of an in-service training program in changing teacher attitudes and the ability of teachers, who experienced two different kinds of in-service experiences, to change the attitudes of their students. We cannot regard this study as definitive as there are many additional factors which need to be considered. After weighing both the strengths and the weaknesses of this effort the following suggestions for additional research are offered:

Of prime concern is the determination of the empirical relationship between change in teachers' attitudes and the change in attitudes

of their students. Under these conditions, it will be necessary to add additional controls to a slightly different model, in order to develop a means of measuring more accurately the relationship between the degree of change in a teacher's attitude and the degree of change which takes place in his student's as a result of his exposure to the teachers' techniques. One means of accomplishing a more accurate measurement might be to administer students both the Bogardus Social Distance Scale and the Rokeach Dogmatism Scale Form E in slightly modified forms.

A second desirable extension of this study might be to determine if greater change would take place if the in-service training period was more extensive; that is longer than two weeks, or if a workshop which continued throughout the academic year might provide greater reinforcement to the teachers' endeavors.

Another area of research which this study seems to suggest would be to establish closely controlled personality and ethnic variables in order to determine if there is an identifiable profile of the teacher who is more effective in eliminating prejudicial thinking among his students.

Additional data on the degree of transfer to the classroom of the group training skills which the teacher acquires through sensitivity training would provide helpful information. A model which embodied extensive classroom observations of the teacher with several observers using a check-list designed to identify those group skills which the teacher uses in the classroom as a result of his workshop training would provide useful data to the administrator who is charged with the supervision of the teachers' classroom performance.

There is substantial evidence in this study that it is possible to construct a teacher training program which is designed to lessen prejudicial thinking and obtain some positive results. In order to refine the methods and, hence, guarantee greater success, larger

sampling should occur over a longer period of time and with parameters which would provide stricter controls.

Gordon Allport reminds us, that education has a marked effect in reducing prejudice, so the search must continue for better ways to accomplish the task.

APPENDIX A

SOCIAL DYNAMICS, INCORPORATED
335 Newbury Street
Boston, Massachusetts 02115

Pre-Workshop

DATA-COLLECTION SCHEDULE

Workshop on Race and Poverty in the Inner City

July 7 to 18, 1969

Number of Participant _____

Group: Field Group _____

Classroom Group _____

Control Group _____

Date: _____

I. DEFINITIONS: To me,

1. Racism is _____

_____

_____

_____

2. Poverty is _____

_____

_____

_____

_____

II. OBJECTIVES: The objectives of a teacher-training program, in the area of race relations and poverty, should be as follows:

1. In the area of race. _____

_____

_____

2. In the area of poverty. _____

_____

_____

III. SELF-PERCEPTIONS:

1. Race (Check appropriate box, and discuss):

☐ I am not a racist. The reason I know is because

_____

_____

_____

☐ I am a racist. The reason I know is because

_____

_____

_____

☐ I don't know. The reason I don't know is because

_____

_____

_____

2. Poverty (Check appropriate box, and discuss):

☐ I believe we must learn to live with poverty because

_____

_____

_____

☐ I believe that poverty must be eliminated completely because

_____

IV. During the workshop experience, my learning expectations in the following areas are:

Learning Expectations

	Area	Great Learning	Some Learning	Little Learning	No Learning
1.	My concept of myself (who I am)				
2.	My own values and needs				
3.	Needs and values of others				
4.	Understanding other people better				
5.	Helping other people understand me better				
6.	Giving people helpful feedback				
7.	Receiving feedback from others				
8.	Communicating more effectively				
9.	Communicating at the feeling level				
10.	Listening				
11.	Sensitivity to my own feelings				
12.	Sensitivity to the feelings of others				

	Great Learning	Some Learning	Little Learning	No Learning
13. Encountering new people and situations				
14. Accommodating others' point of view				
15. Feeling that my point of view has been accommodated				
16. Confronting persons around precipitating incidents				
17. Risk-taking				
18. Trying new behavior				
19. Non-verbal communications				
20. Trusting				
21. Caring				
22. Liking				
23. My influence on others				
24. How others influence me				
25. Role-Playing				
26. Simulations				
27. Change-Agentry				

	Great Learning	Some Learning	Little Learning	No Learning
28. Helping others with problems				
29. Getting help on my problems				
30. How groups operate				
31. Working in a group on a task				
32. Problem-solving in groups				
33. Tension-making in groups				
34. Roles I play in groups				
35. Roles others play in groups				
36. Interactions between groups				
37. Helpful techniques to use in the classroom				

V. Judgments about present efforts (check appropriate box, and discuss):

1. Race:

☐ Black people and other minority groups have pushed too far, too fast because _____

_____

_____

_____

_____

☐ Progress in Black-White and other minority group relationships have been too slow because: _____

_____

_____

_____

2. Poverty:

☐ Poor people are entitled to all, and more, than is being done for them because: _____

_____

_____

_____

☐ Poor people must learn to help themselves, as others of us have because: _____

_____

_____

_____

3. Law and Order:

☐ There is not enough "law and order" today, regarding race and poverty problems because: _____

_____

_____

_____

☐ There is too much "law and order" today, regarding race and poverty problems because: _____

_____

_____

_____

APPENDIX B

BOGARDUS SOCIAL DISTANCE SCALE

NUMBER _____

Date _____

THE SOCIAL DISTANCE SCALE

You are to give yourself as complete freedom as possible. In fact, the greater the freedom you give yourself, the more valuable will be the results. Use only checkmarks or crosses.

Seven kinds of social contact are given.

You are asked in every instance to give your first feeling reactions. Proceed through the test without delay. The more you "stop and think" the less valuable will be the results. Give your reactions to every race, occupation or religion that you have heard of.

Social distance means the different degrees of sympathetic understanding that exist between persons. This test relates to a special form of social distance known as personal-group distance, or as the distance that exists between a person and a group such as a race, occupation or religion.

By taking the test at intervals of six months or a year, a person can discover what some of the changes and attitudes are that he has undergone. If given to a group at intervals, changes in group attitudes may likewise be gauged.

Remember t give your first feeling reactions in every case. Give your reactions to each race as a group. Do not give your reactions to the best or the worst members that you have known.

Put a cross after each race in as many of the seven columns as your feeling reactions dictate.

	1 Would marry into group.	2 Would have as close friends.	3 Would have as next door neighbors.	4 Would work in same office.	5 Have as speaking acquaint-ances only.	6 Have as visitors only in my nation.	7 Would debar from my nation.
Armenians							
Americans (U. S. White)							
Canadians							
Chinese							
English							
Filipinos							
French							
Germans							
Greeks							
Hollanders							
Indians (American)							
Indians (India)							
Irish							
Italians							
Japanese							
Japanese Americans							

	1 Would marry into group.	2 Would have as close friends.	3 Would have as next door neighbors.	4 Would work in same office.	5 Have as speaking acquaint-ances only.	6 Have as visitors only in my nation.	7 Would debar from my nation.
Jews							
Koreans							
Mexicans							
Mexican Americans							
Negroes							
Norwegians							
Poles							
Puerto Ricans							
Portuguese							
Russians							
Scots							
Spanish							
Swedish							
Turks							

APPENDIX C

Pre-Workshop

DATA-COLLECTION SCHEDULE

Workshop on Race and Poverty in the Inner City

July 7 to 18, 1969

Number of Participant _____

Group: Field Group _____

Classroom Group _____

Control Group _____

Date: _____

American Jewish Committee 7/69

For the following questions, please give your personal opinion.

1. What are the most important problems you face in teaching children today?

2. What are the important problems, if any, in teaching Portuguese speaking children?

3. What are the important problems, if any, in teaching Black children?

4. What are the important problems, if any, in teaching poor children?

5. What are the important problems, if any, in teaching middle class children?

6. Are there any differences between teaching poor children and affluent ones?

7. What preparation or experience, if any, do you feel teachers need in working with poor and/or minority group children?

8. What do you hope to get from this workshop on race and poverty in the inner city?

9. From your observations of culturally deprived children, place an X beside the five characteristics which most accurately describe the symptoms of cultural deprivation, in your opinion.

_____ He has an inadequate self-image.

_____ He is one or more years behind his age group in school.

_____ He is frequently tardy, absent or truant.

_____ He is unable to communicate adequately with his classmates in classroom activities.

_____ He is retarded in reading.

_____ He has a lack of knowledge of or feeling for school routine.

_____ He generally performs poorly on tests.

_____ He appears to be a slow learner or is an underachiever.

_____ He is hostile to authority.

_____ He is apathetic or indifferent toward school.

_____ He fails to do homework assignments regularly.

_____ He has an anti-intellectual attitude.

_____ He has limited or unrealistic aspirations and long-term goals.

_____ He does not participate in extra-curricular activities, with some outstanding exceptions (frequently in sports) to the contrary.

_____ His parents often appear disinterested in school and do not come to school-related functions unless sent for.

_____ Other (describe)

_____ Other (describe)

10. These items are now arranged according to three general groupings of characteristics by which the culturally deprived child may be identified -- a performance group, a participation group and a psycho-social group. Within each group, in the space provided beside each item, designate by number the rank order of the item according to what you think is the most important index of cultural deprivation starting with number (1) to the least important index of cultural deprivation.

A. PERFORMANCE

_____ He is one or more years behind his age group in school.

_____ He is retarded in reading.

_____ He generally performs poorly on tests.

_____ He fails to do homework assignments regularly.

B. PARTICIPATION

_____ He is frequently tardy, absent or truant.

_____ He is unable to communicate adequately with his classmates in classroom activities.

_____ He does not participate in extra-curricular activities, with some outstanding exceptions (frequently in sports) to the contrary.

_____ His parents often appear disinterested in school and do not come to school-related functions unless sent for.

C. PSYCHO-SOCIAL

_____ He has an inadequate self-image.

_____ He has a lack of knowledge of or feeling for school routine.

_____ He appears to be a slow learner or is an underachiever.

_____ He is hostile to authority.

_____ He is apathetic or indifferent to school.

_____ He has an anti-intellectual attitude.

_____ He has limited or unrealistic aspirations and long-term goals.

	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
11. IQ tests, although not perfect, do give a valid picture of one aspect of a student's potential.					
12. A bright or talented child, if he wants to, can be successful in spite of his disadvantaged environment.					
13. A major function of the schools is to teach students to obey orders and submit to discipline.					
14. The schools should place more emphasis on developing the social and emotional well-being of the students than on developing their academic ability.					
15. Most parents from disadvantaged neighborhoods are not concerned about their children's education.					
16. Obedience and respect for authority are the most important virtues children should learn.					
17. Once a student is headed toward being a school failure, there is not much that anyone can do to prevent it.					
18. The schools should place more emphasis on the value of competition than on cooperation.					

	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
19. Whether we like it or not, the best way to prevent a student from repeating his misbehavior is to discipline him so strictly that he won't ever do it again.					
20. Schools should evaluate their influence upon children in terms of bringing about desirable changes in behavior both in school and in the community.					
21. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.					
22. Most people on welfare are anxious to find work that will support their families and give them a sense of dignity and self-worth.					
23. Most poor people live for today and enjoy life more than many others.					
24. Most members of minority and racial groups are usually underprivileged and on welfare.					
25. Teachers should enjoy talking to the students and be on friendly terms with most of them.					

	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree
26. Before recommending or suggesting a college course for a student, school personnel should consider the child's financial resources as well as his native ability.					
27. It is too much to expect a school's curriculum to fit the general and special school, cultural and economic needs of the community.					
28. Most poor people could "get ahead" in life if they only tried harder.					
29. Schools should not be tied up too closely with homes and agencies.					
30. By and large, IQ scores reflect an individual's heredity more than his environment.					
31. Overall, the neighborhood in which a student lives does not make a difference in the kinds of educational and economic opportunities he will have in life.					
32. Tests are the only valid and fair basis for evaluating the performance of students, no matter what their backgrounds are.					
33. When a student has a school problem or worry, it is best for him or her not to think about it but to keep busy with more cheerful things.					

APPENDIX D

WORKSHOP PARTICIPANTS' QUESTIONNAIRE

NAME _____

ADDRESS _____

TELEPHONE NUMBER _____

NAME AND ADDRESS OF PERSON TO
NOTIFY IN CASE OF EMERGENCY _____

_____

Tel.: _____

HIGH SCHOOL ATTENDED _____ _____

COLLEGE (UNDERGRADUATE) _____

DATE AND DEGREE RECEIVED _____

GRADUATE DEGREE FROM _____

DATE AND DEGREE RECEIVED _____

PREVIOUS WORKSHOPS IN WHICH YOU HAVE PARTICIPATED:

_____

_____

_____

PREVIOUS WORK WITH POOR OR MINORITY GROUPS:

_____

_____

_____

APPENDIX E

FIELD SURVEY INSTRUCTION SHEET

Use the accompanying statistical table for all your surveys.

I. You have one child, six months old; one child, three years old; and one child, eight years old.
"Shop" for food items for one month for this "family". List the items which "you bought" by price and product name on the report sheet.

II. Due to circumstances beyond your control you, a daughter of ten years, and a son of eight years are without clothes. "Buy" the clothes you can to take care of your childrens' needs for school.

III. Shop for an apartment for yourself and four children (ages 6 months, 3 years, 5 years and 9 years) on the allowance listed.

ITEMS SUBJECT TO ASB

	ADULTS	
	Alone	With Another or Others
Food	40.33	33.61
Clothing	7.46	7.46
Personal Care	3.58	3.21
Household Supplies and Replacements	1.86	1.86

	OAA & DA	
	Heated	Unheated
Rent	62.74	44.81
Fuel and Utilities	11.95	29.88

Massachusetts Public Assistance Policy Manual (Cont'd.)

ITEMS SUBJECT TO ASB

	CHILDREN		
	0 thru 6	7 thru 12	13 thru 20
Food	19.12	27.48	34.28
Clothing	6.49	10.98	11.25
Personal Care	1.26	1.56	2.24
Household Supplies and Replacements	1.86	1.86	1.86

	AFDC	
	Heated	Unheated
Rent	92.62	74.70
Fuel and Utilities	11.95	29.88

REPORT FOR FIELD SURVEY

Description Number of Survey _____ Your Number _____

No. of Items	Description	Price

Please record any of your impressions or reactions below and on other side.

APPENDIX F

EVALUATIVE STATEMENT

CLASS EXPERIENCE PARTICIPANTS' NAME _____ _____

DATE _____

1. Today's experience was good because:

2. Today's experience was bad because:

3. If I had been planning today's experience, I would have:

APPENDIX G

RECOMMENDATIONS

I. TRAINING

A. Rationale: to develop sensitivity and empathetic awareness of all children.

B. Masters and Sub-masters should be required to have sensitivity training and exposure to community resources at least one week every year in the summer (similar to Workshop II).

C. Masters and Sub-masters should be encouraged to participate on a voluntary basis in living in a ghetto for one week.

D. New teacher orientation--change to:

1. take place one week before school begins...to last one week.

2. combination of sensitivity training and orientation to system's provedures, services and materials.

E. Cambridge Teacher's Sensitivity Training Workshop. Several alternatives might be:

1. three consecutive day program with Social Dynamics, Inc.

2. teacher released for three day period with substitute teacher provided.

3. or three day week-end program.

4. voluntary basis for increment credit

F. Teacher workshop on community issues.

1. mandatory in each school - one meeting per month

2. community people invited to speak

3. community services bulletins be provided for each teacher.

G. School-Community Relations (change in policy toward increment credit)

1. example: Cambridge YWCA course on Black History for increment credit.

2. teachers be allowed and encouraged to take courses in Social and Behavioral Sciences for increment credit. (At the present, teachers are allowed to take only Education and Psychology courses).

H. Language Development for Teachers

1. tuition-free language courses at universities. (Spanish, Portuguese, etc.).

2. in-service modern languages (conversational: Portuguese, Italian, etc.).

3. parent translators for parent-teacher-student conferences--formal PTA meetings.

4. parent translators for parent-teacher-student conferences--informal.

I. Urban Workshops - every summer

1. voluntary basis.

2. two week minimum session.

3. combination of Workshops I and II (i.e., sensitivity training and live-in ghetto situation).

4. seminar planned during school year for each school given by participants in workshop to inform teachers of inner-city situation.

5. quarterly meetings of school committee and workshop participants to determine progress of program put into action.

6. city-wide Human Rights Committee elected by parents and teachers (one teacher to represent each school) established to insure the basic rights of all people.

II. ADMINISTRATION

A. English as a Second Language

1. Re-examine existing program.

2. Focus on:

   a. need for more teachers with specialized training (i.e., knowledge of modern foreign languages)

   b. small classes on a full-day basis

3. Begin a pilot program with English-speaking children studying the principal minority language of the school.

B. Hire more personnel at all levels, representative of all Cambridge minorities. (e.g., teachers' aide, administrators, lunch aide, teachers' intern, special service teachers).

C. Encourage High School students to become teachers. (Form Future Teachers Association).

D. Expand volunteer-aid training program to promote a high level of service and participation.

E. Extend guidance services:

   1. full-time guidance counsellors in each elementary school.

   2. full-time adjustment counsellors in each elementary school.

   3. special efforts should be made to encourage minority group children toward college education.

   4. utilize more culture-free evaluation devices.

      a. standardized tests should be given to foreign-speaking students in their native language.

      b. special consideration should be given to the interpretation of test results of "disadvantaged" students.

F. Class size limited in areas where minority or low-income groups predominate. (Primary ratio 1-20; Elementary ratio 1-25).

G. Allot funds to teachers to purchase materials related to race and poverty units. (Materials listed in unit plans).

H. Extend breakfast program to school in low-income areas.

I. Make provisions for participants in race and poverty program to be released from schools for at least one full day to finalize plans for implementation of units and at least one full day to discuss outcome of program.

J. Expand Remedial Programs:

1. include children recommended by teachers.

2. abolish the 90 I. Q. requirement.

3. expand program to all grade levels.

III. MATERIALS

1. Research Committees:

a.* one of five teachers, one of them being a member of the present study group, to survey the numbers and conditions of existing audio-visual equipment with the idea of making specific recommendations for the 1970-1971 budget.

b. one of five teachers to visit audio-visual centers such as B. U. or Tuft's Lincoln-Filene Center to view films, film-strips, etc., in order to make recommendations for purchases relevant to the social studies curriculum.

* Areas on which to concentrate:

(a) tape recorders
(b) record players
(c) film strips and projectors
(d) opaque projectors
(e) overhead projectors
(f) Thermofax machines.

2. Plan for the purchase of a system of video-tape recorders, cameras, and monitors adequate to meet the needs of the Cambridge School System. (Estimated cost per unit: $1300).

Purchase 16 film loop projectors (Estimated cost per unit: $250. - Sound; $125 - Silent).

3. Tactile and Perceptual Materials

a. purchase McGraw-Hill "Sand Unit" to be used in studying similarities and differences. (One unit per school).

b. mirrors (small plastic) - one per student (primary).

4. Provide Resource Centers for each elementary school.

IV. GENERAL RECOMMENDATIONS:

1. Retention of Program

   a. strong need for developing open-minded and empathetic attitudes in teachers.

   b. unanimous agreement that program has strong attitude changing potential.

   c. need for cross reference and follow-up of original program.

2. Use of the Lincoln-Filene Center

   a. retain Lincoln-Filene Center as a consultant resource for curriculum development in areas of Inter-Group Relations and Poverty (city-wide basis).

   b. as an evaluation instrument of the implementation of our units (visitation of workshop teachers to center and visitation of center consultants to our classrooms).

   c. as source of reference materials (films, filmstrips, pictures, etc.).

   d. as a source of reference techniques (results of previous studies).

3. Cooperation between the Language Arts Department and Social Studies Department in studying and selecting all materials relevant to the Inner City.

   Example: a committee of 5 Social Studies Teachers (two from this workshop) and a committee from the Language Arts textbooks (Readers-Bank Street series) and English and spelling texts).

V. ADMINISTRATORS

1. Superintendent to send out directive to all school personnel guaranteeing field testing of the units written during the summer workshop.

2. Majority Recommendation: Superintendent to express in an open Teacher's Meeting his encouragement of positive attitudes of teachers toward minority groups.

3. Minority Recommendation: Superintendent to express his concern over the poor attitudes of many teachers toward minority groups.

a. disparaging remarks of many teachers made in Teachers' Room.

b. veteran teachers transferring biased opinions to new teachers.

4. Masters to reinforce the Superintendent's statement during faculty meetings throughout the school year.

APPENDIX H

ROKEACH DOGMATISM SCALE FORM E

Number _____ Date _____

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view. You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about some others; but whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one!

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case:

+1: I agree a little.
+2: I agree on the whole.
+3: I agree very much.

-1: I disagree a little.
-2: I disagree on the whole.
-3: I disagree very much.

_____ 1. The United States and Russia have just about nothing in common.

_____ 2. The highest form of government is a democracy and the and the highest form of democracy is a government run by those who are most intelligent.

_____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

_____ 5. Man on his own is a helpless and miserable creature.

_____ 6. Fundamentally, the world we live in is a pretty lonesome place.

_____ 7. Most people just don't give a "damn" for others.

_____ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.

_____ 9. It is only natural for a person to be rather fearful of the future.

_____ 10. There is so much to be done and so little time to do it in.

_____ 11. Once I get wound up in a heated discussion, I just can't stop.

_____ 12. In a discussion, I often find it necessary to repeat myself several times to make sure I am being understood.

_____ 13. In a heated discussion, I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____ 14. It is better to be a dead hero than a live coward.

_____ 15. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakespeare.

_____ 16. The main thing in life is for a person to want to do something important.

_____ 17. If given the chance I would do something of great benefit to the world.

_____ 18. In the history of mankind there have probably been just a handful of great thinkers.

_____ 19. There are a number of people I have come to hate because of the things they stand for.

_____ 20. A man who does not believe in some great cause has not really lived.

_____ 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____ 22. Of all the different philosophies which exist in this world, there is probably only one which is correct.

_____ 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

_____ 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____ 25. When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently from the way we do.

_____ 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

_____ 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

_____ 28. In times like these, it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

_____ 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

_____ 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____ 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

_____ 32. A person who thinks primarily of his own happiness is beneath contempt.

_____ 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____ 34. In this complicated world of ours, the only way we can know what is going on is to rely on leaders or experts who can be trusted.

_____ 35. It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.

_____ 36. In the long run, the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____ 37. The present is all too often full of unhappiness. It is only the future that counts.

_____ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

_____ 39. Unfortunately a good many people with thom I have discussed important social and moral problems don't really understand what's going on.

_____ 40. Most people just don't know what's good for them.

APPENDIX I

INSTRUCTIONS TO JUDGES

1. You have received two packages of students' answers to the questions: What is a city?, What is Poverty? and Who is a Negro?

2. The students in this sample range from Kindergarten to the eighth grade.

3. Students in the kindergarten and the first grade "dictated" their replies to their teachers who in turn wrote them down.

4. Spelling and grammar is copied exactly as written by the student.

5. Statements are paired randomly as to which comes first, the pre-test or the post test.

6. Please work on only one set (six months or immediate) at a time.

7. Please assemble all statements which you believe to be pre-test statements together and place a rubber band around them and put the card which says pre-test six months with that pile. Please follow the same procedure for the "immediate" statements as well.

8. Remember the pairs are locked together by a paper clip. You will have to remove this clip - NOT the staple.

APPENDIX J

To: Dr. John S. Gibson
Mr. Major Morris

From: Mrs. Elizabeth R. Boyce

Subject: Instructions for Unit Evaluating Procedures

Dear Dr. Gibson and Mr. Morris:

Please keep in mind the following when evaluating these units:

First, each group experienced a different learning climate. One group lived in the South End of Boston and the other worked in a classroom setting on human relations training experiences and an intensive study of racial conditions and conditions of economic deprivation which existed in Cambridge. Second, these units were written in fifteen working hours and after a very exhausting, both physical and emotional, experience for some people.

Keeping these givens in mind will you both try to answer the following questions.

1. Is there a noticeable difference in the composition of the two sets of units? If so, what is it and to what do you attribute the difference?

2. If you see a difference in the units, do you attribute this difference to the immediate experience each group had undergone?

3. Which set offers the students a more realistic or relevant learning experience and why?

4. Which set demonstrates that the teachers have a better understanding of how to go about instructing children in racial difference and economic deprivation?

5. Which set of learning experiences, as outlined in the units, would tend to create more empathy among students for people who are racially and/or economically different from themselves?

Very truly yours,

Elizabeth R. Boyce

APPENDIX K

To: Elizabeth Boyce

From: John S. Gibson, Major Morris

Subject: Comments on units prepared by Cambridge teachers

Date: December 22, 1971

Note: The two units presented to us were developed by teachers, some of whom have "live in experiences" (A) and some derived their experiences from empirical studies in Cambridge (B). We were asked to compare the two units on the basis of five questions. This memorandum is our analysis, organized under each specific question.

1. Is there a noticeable difference in the composition of the two sets of units?

We believe units B are much better organized than A. Units in A are thin, have too much of a monday-Friday lockstep approach and really do not provide the teacher with sufficient content matter to make the units click in the classroom. The B units are much better articulated in terms of aims, attitudes and values to be achieved, and specific teaching-learning processes and activities designed to advance students toward objectives. B is much more solid, better organized, and usable by teachers other than those associated with the development of B. This, to us, is an exceedingly important point.

2. If you see a difference in the units, do you attribute this difference to the immediate experience each group had undergone?

It is difficult to answer this question with any degree of precision. We have the impression that the A group benefited from a live-in experience in the South End but see little relationship between that experience and the content of the A units. Perhaps they had less time than B to write up their units. But we looked for the groups feelings and empirical observations resulting from the live-in experience to find their way into the A units. Instead, teachers are recommended

to view filmstrip (not film - did they see the filmstrips?) "Anthony Lives in Watts," etc. rather than a learning activity based on ones using pictures taken in the inner city, and so on. Did group B have more time to develop their units? We don't know. However, judging from the materials we have and knowledge of this project, we feel that a live-in experience is not necessary but strongly recommend the procedures of group B in getting the pulse of the city and translating that pulse into viable units. This is not to condemn a live-in experience but only to express our views with respect to comparing the two groups.

3. Which set offers the students a more realistic or relevant learning experience, and why?

We believe the B units do because they are longer, better organized, and more open-ended questions and activities. Instructional resources are more concrete and available in B than in A. There simply is more meat to B and thus more of the relevant material to turn on all kinds of K-8 students.

4. Which set demonstrates that the teachers have a better understanding of how to go about instructing children in racial difference and economic deprivation?

Again, B. The unit, THRUST, is a case in point. There is wisdom and experience behind its organization as compared to POVERTY AND MINORITIES from A, although POVERTY AND MINORITIES is a sound unit. Additional response to this question would be repetitious.

5. Which set of learning experiences, as outlined in the units, would tend to create more empathy among students for people who are racially and/or economically different from themselves.

Again, B, largely because they are longer, better organized, and more specific in relating learning activities to aims and attitudes and values. Many of the above comments would apply to this question.

In brief, B has greater replicability. The basic structure of the A units is not to be criticized, which makes one wonder at how much time the A group had to put their findings into form and writing. A is weak on bibliography. Are these resources available to the teachers? If not, the units would be difficult to teach because so many of them depend on available resources. This is not the case with most of the B units, although B does have a better bibliography. Citations for both groups are weak where they do not list the publisher and date of publication. How dated are they? But, the main question is availability of these resources. Were both groups instructed to have a Monday-Friday sequence? Are teachers bound to such a sequence? If so, we consider this unfortunate. On the whole, both units represent hard work and dedication and all concerned with this valuable project are to be congratulated. Each set can make important contributions to teaching about racial differences and economic disadvantageousness. B, however, clearly tops A.

APPENDIX L

UNITS DEVELOPED BY

MEMBERS OF

THE CLASSROOM WORKSHOP

APPENDIX L

PRELIMINARY UNIT

TITLE - ALL ABOUT US

Grade: Kindergarten

Teachers Participating in Composition of Unit:

201, 203, 206

Aim:

To develop in the child an awareness and acceptance of one-self and of one's own social and cultural environment, and to expand this awareness to others in the class.

Attitudes and Values to be Achieved:

To develop in the child a positive self-concept and pride in one's cultural environment.

To develop in the child a tolerance and respect for individual differences.

List Specific Behavioral Objectives to be Reached:

The child should be able to verbally or pictorially demonstrate a greater awareness of himself and of others including similarities as well as differences, (i. e. physical-esp. gender, size; emotional environmental-house, family, etc.).

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Objective: To make children more aware of themselves - how they are the same as well as how they are different from others in the class.

Activity - Have the children look in mirrors (pref. full length) and draw what they see. Finished pictures may be displayed on bulletin board or around the room with the title, 'When I Look In The Mirror Here's What I See'.

Discussion: Discuss what they saw. Did Mary see what John saw? How is Mary different from John? How is she the same as John? Continue the discussion focusing on both similarities and differences.

Note: A positive approach is necessary when discussing differences.

TUESDAY:

Objective: To broaden awareness of gender of oneself and of others in class, including roles, dress, etc. typical of each.

Activity: Use boy doll and girl doll, pictures, puppets or children may be used to talk about how they are alike and how they are different. Focus discussion on dress, gender and play activities each likes to do. Small cards depicting male and female clothing, possessions and items reflecting particular roles may be utilized in a game in which the children must separate the cards in respective piles or in a particular column on a pocket chart.

WEDNESDAY:

Objective: To develop awareness of similarities and differences in size of oneself and of others in the class.

Activity: If available, use large rolls of paper and cover an area of the floor. In pairs or alone have the children trace their hands and their feet. The teacher should try to label each child's prints with his name. Hang finished sheets and discuss which prints are the largest and which are the smallest. Children can check their perceptions by measuring their hands and their feet with others in the class. The teacher as well as other adults may be included in this activity.

THURSDAY:

Objective: To broaden awareness of similarities and differences in size and height of oneself and of others in the class.

Activity: Cover a large area of the floor with paper and in pairs have the children trace each other. Display finished outlines around the room. Also on a chart or peg board mark off the appropriate height for each child.

Discussion: Who can tell us which picture is Susan? (Refer to the tallest child.) How did you know? Do Susan (tallest) and Tommy (shortest) look the same? What does that tell us about Susan and Tommy? Illustrate similarities and differences in height by having the children stand side by side or back to back.

FRIDAY:

Objective: To develop an awareness of similarities and differences in emotions of oneself and of others in the class.

Open-ended activity: Select a film, story or picture that suggests a situation that will evoke an emotional response of some sort. If a film is used stop it at an appropriate spot so that the children may react to how they think the story will end. Discuss how they would feel if put in a similar situation. Talk about how many feel one way and how many feel another. The children may want to express their feelings through various media: crayons, paint, puppets, etc. Discuss the various feelings and ideas expressed bringing out both similarities and differences.

MONDAY:

Objective: Same as one on Friday - focus on emotional similarities and differences.

Activity: Present two different pieces of music, one fast and gay and the other slow and sweet. Play an excerpt of each piece and have the children express their feelings through movement.

Discuss how the music made them feel and what it made them feel like doing. Talk about differences and similarities in movement. How many different movements did they see? Did they see any that were the same? Discuss how the children felt emphasizing similarities and differences in emotional responses.

Note: Classical, modern or ethnic music may be used.

TUESDAY:

Objective: Focus still on emotional similarities and differences.

Activity: Read a story that evokes one or several emotions. Discuss how it made them feel, how many liked the story, what part of the story they liked best and why. Ask each child to make a picture of how the story made him feel and discuss the drawings as indicative of particular emotions.

Possible books: Two Is A Team; Sam

WEDNESDAY:

Objective: To develop awareness of environmental similarities and differences of oneself and of others in the class.

Activity: Have the children draw pictures of their house (inside and outside) and of their family. Discuss differences and similarities of appearance, size, location, family size, etc. Pictures may be displayed or taken home.

THURSDAY:

Objective: Same as Wednesday - focus on environmental similarities and differences.

Activity: Discuss meal time and select four or five children to dress up and play assigned roles depicting what dinner time is like at their home. The teacher may have the children switch

roles or she may select another group to role play. Discuss how the roles were played the same or differently.

FRIDAY:

Possible review and evaluation.
Thursday's activities may be discussed further if the time limit was insufficient on Thursday.
As part of the evaluation the children should repeat the first day's activities of drawing himself. These pictures can then be compared to the previous set to examine any growth of self-awareness.

OTHER SUGGESTED APPROACHES

In writing this unit we have pre-supposed that the children have learned to discriminate colors, shapes and sizes. If this is not the case, however, one would have to begin on this level.

A teacher may want to approach it differently, focusing on similarities and differences in animals rather than on themselves. This would depend on the maturity level of the children as well as their interest level.

More films and stories can be utilized and serve as a basis for each lesson if the material is available. We have included books and films which may be utilized at story time and tied in very nicely.

EVALUATION INSTRUMENT

A pre-test and post-test

1. Pictures of themselves drawn by the children compared before and after unit.
2. Use pictures or cardboard dolls - one set of twins (identical boy and girl), one boy and one girl representing different

ethnic groups.

Play a game with the children, ask such questions as:

Which child likes to swim?
Who is the tallest?
Who is the strongest?
Who likes chocolate ice-cream?
Who has five brothers?
How many girls do you see?
Whose mommy bought her two new dresses?
What boys can ride a bike?
Who is the happiest?
Who lives in a big house?
Who lives in a project?
Who is the saddest?

A tape recorder may be used to facilitate this activity. Children may be grouped in three's or five's in order to ascertain a more complete response.

AUDIO VISUAL AIDS

City Rhythms (multi-media set)
Let's Be Enemies - Janice May Adrey
Round & Round & Squares - Fredum Shapur
Why Did He Die? - Audrey Harris
My Turtle Died Today - Edith G. Stull
Little Blue & Little Yellow - Leo Lionni
What's Big & What's Little (K-2) - Educational Reading Service
The King & The Lion, The Toymaker - National Conference of Christians and Jews
Skipper Learns A Lesson, I Wonder Why - Anti-Defamation League

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_____ Two is a Team. New York: Harcourt, Brace & Co., 1945.

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Evans, Katherine. A Bundle of Sticks. Whitman, 1962.

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Van Dolzen Pease, Josephine. This Is the World. Wisconsin: E.M. Hale & Co., 1963.

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The Education of Disadvantaged Children

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Conference on Curriculum Materials for the Study of Black History

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Brown, Claude. Manchild in the Promised Land. New American Library.

Harrington, Michael. The Other America.

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PRELIMINARY UNIT

TITLE - WHO AM I?

Grade: Two

Teachers Participating in Composition of Unit:

201, 203, 206

Aim:

To instill a better understanding of self through each other.

Attitudes and Values to be Achieved:

To held each child to become aware of his cultural environment.

To help each child to develop a respect for himself and for others who are different.

List Specific Behavioral Objectives to be Reached:

To help children to identify likenesses and differences among themselves.

To be able to have a feeling for his place in the home, school and (eventually) the neighborhood.

To understand basics of communication, both verbal and non verbal.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

1. Pre-test
2. Read Your Face is a Picture
3. Draw self portraits
4. Begin booklets (design covers) to which children will add each day

TUESDAY:

Discussion: What is a person? List compiled

1. Appearance: Have charts showing height, weight, color, etc. Include children's suggestions.
2. Feelings, thoughts, actions: Several children are secluded from room. Each is asked to return (singly) and dramatize a given situation. (Shows different reactions) May be better to use groups of children rather than individuals.
3. Review list.

WEDNESDAY:

1. Play Thumb Game with partner. Children interlock hands excluding thumbs. They are told that their thumbs represent themselves. They are meeting someone new - what happens; how do you feel, etc. Separate to record feelings and observations. Join partners again. Exchange views. Report to class.

THURSDAY:

Read: Nobody Listens to Andrew

Review groupings made Tuesday regarding class composition.
Separate into those groups (class decision)
Using two groups (small) at a time, create an inner circle (one group) and an outer circle (another group). Inner circle then has discussion (i.e., How it feels to be the shortest people in the room) to which the outer group listens. Following the brief discussion, the outer group relates what they heard.

View filmstrip "One People"

FRIDAY:

Read Talking Without Words

Utilize non-verbal communication through playing "charades." Children show feelings toward each other or show how they perceive their peers through actions.

Brief evaluation of weeks' activities.

View filmstrip "Sing a Song of Friendship"

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Discuss groupings at home, focusing on child's role in his home.
Draw pictures illustrating individuals' role: make display.

TUESDAY:

Form small groups to role-play a family situation. Discuss.
Read: Gabrielle and Selena
Home Assignment: Try to keep a record of one day in your home.

WEDNESDAY:

Brief discussion: What does your home look like?
View filmstrip: "Kinds of Houses"
Children review their Diaries with Question "What makes a home your home?"

Form partners. Try to plan to visit each other's homes.

THURSDAY:

Children report on visits made to each other's homes.
Walk through neighborhood; take pictures. Compile display.

FRIDAY:

Continue reports on homes visited. Evaluation - Post-test.
Complete booklets and display.

OTHER SUGGESTED APPROACHES

This two week unit is only a beginning. An entire year's work could be initiated from these brief two weeks.

Other ideas might include:

What is your neighborhood like?

What is your city like?

Establish a junior Vista or Peace Corps in the neighborhood.

Change classes (or individuals) with another school for a day.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Paper

Crayons

Paints and brushes

Camera and film

AUDIO VISUAL AIDS

Filmstrips and Films

One People — Cartoon color film
Ten minutes

Sing a Song of Friendship — Two color films
Ten minutes

Kinds of Houses — Encyclopedia Brittanica filmstrip
Ten minutes

Tape Recorder

FIELD TRIPS AND SPEAKERS

One field trip of walking through the neighborhood.

EVALUATION INSTRUMENT

This sheet would be reproduced and given to each child before and after the unit.

1. Write some important things about you.

   _____ _____ _____

   _____ _____ _____

2. What does your friend think about you?

   _____

   _____

   _____

3. Is everybody the same or different?

   _____

4. A poor person _____

   _____

   _____

5. What is a home?

_____

_____

6. Most white people _____ _____

_____

7. Most black people _____

_____

8. Most Portuguese _____

These questions will, of course, be modified, expanded, changed according to the composition of the class.

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Ets, Marie Hall. Talking Without Words.
Grossman. Gabrielle and Selena.
Guilforce, Elizabeth. Nobody Listens to Andrew.

Additional Bibliography for Classroom Library:

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Beim, Lorraine and Jerrold. The Swimming Hole.
Beim, Lorraine and Jerrold. Two is a Team.
Burton, Shirley. I Wonder Why.
Clymer. The Big Pile of Dirt.
Israel, Leo. Our New Home in the City.
Johnson. Round About the City.
Stanley, John. I t's Nice to be Little.
Stole. A Wonderful Terrible Time.

TEACHER BIBLIOGRAPHY

Educational Materials Center.
The Education of Disadvantaged Children

Educational Reading Service
Steppingstones

Metropolitan Council for Educational Opportunity.
Conference on Curriculum Materials for the Study of Black History.

PRELIMINARY UNIT

TITLE - HOW IMPORTANT ARE DIFFERENCES?

Grade: Three

Teachers Participating in Composition of Unit:

201, 203, 206

Aim:

To begin to create in the child the ability to look at the world for himself, to ask questions, to make his own decisions.
To help the child develop an awareness and acceptance of self and his own social and cultural environment.

Attitudes and Values to be Achieved:

To help child move toward developing a respect and tolerance for people who are "different."

To help child realize that outside differences have little to do with the person inside.

To help the child develop a positive self-image, especially if he is one of the people regarded as "different."

List Specific Behavioral Objectives to be Reached:

Recognizing similarities and differences among people.
Recognizing that most "differences" are external and do not affect the basic needs or desires of the "different" people.
Differences that seem to make people stand out from "most" people aren't things to be ashamed of but have good reasons behind them.
We must talk and listen to each other to learn from each other.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Question: How are all people alike?

Class discusses
Class lists

(Try to bring out the fact that most people need the same things (air, water, food, shelter, love, etc.).

Goal: To point out that all people need the same things basically. People are basically alike.

Tentative Film:
"Brotherhood of Men"

Basically all people are alike.

TUESDAY:

Question: How are people different?

Class discusses
Class lists

What do we notice about the list? Try to bring out the point that most differences are external (eyes, skin, hair, language, dress).

Tentative Film:
"About People"

Pertinent Books:
"Your Skin and Mine"
"Straight Hair, Curly Hair"

WEDNESDAY:

Question: If people have outside "differences" does this mean they have "different" needs?

Refer to Monday's list
Class discusses

Why are some people "different" on the outside?

Tentative Film:
"Color of Man"

Pertinent Book:
"The Different Twins"

Try to bring out point that outside "differences" can't show that the person is "different" inside. People who look "alike" outside can be "different" inside.

THURSDAY:

Question: <u>If a person looks "different" outside, does he feel things differently from most people?</u>

<u>Story</u> - "I Wonder Why" - Girl looks different. She is left out even though she wants what most children want.

Class discusses - Listing

About what makes people happy, sad, etc. Do the same things make "different" people happy, sad, etc.?

FRIDAY:

Question and Answer Day - Pull the Week Together - Discuss List

Ex. 1. Can we discuss some good reasons about why some people "look different"?

2. If we "look different", does it mean we are different in all ways from others?

3. If people look different, should they be sorry about it?

4. Are outside differences a good way to decide about people?

MONDAY:

Question: <u>Why do some people feel that if you look "different", you don't need or want what most people do?</u>

Prejudice - Look up word

Discuss

List of where people might get "ideas" that "different looking" people are different. Does the film add to or change our list?

Tentative Film:

Part I "Exploding the Myths of Prejudice"

TUESDAY:

Review what we learned or saw in Monday's film.

Review List

Part II - Film

Discuss

What have we learned about "ideas of others or prejudice?

Should we add to the list or do we need new list?

Tentative Film:

Part II "Exploding the Myths of Prejudice"

WEDNESDAY:

Questions: What are prejudices? Where do we get them?

List - Discuss
(Ex. Indians - bad, Soldiers - good)
Parents, friends, movies, books, TV

Do things that happen to us change our prejudices?

Experiment:
Send six children out for "Gossip Game." Class watches how a story changes as each person tells the story.

THURSDAY:

Question: Where do children get ideas (prejudices) about "different" people?

Try to bring out in discussion more fully the idea that what happens to a person affects the way he feels. He passes this feeling on without realizing it.

Book: "Gabriella and Selena"

Experiment
Changing Places

FRIDAY:

Pulling things together.

Questions and Answers: Are differences mostly good or mostly bad? Can you tell what a person is really like by looking at "outside differences"? What is the best way to get to know what a person is really like?

Example: If we could talk to the world, how could we tell them to get along better with each other?

Goal: Talk - Listen - Question - Answer.
Don't accept blindly - find out for yourself.

OTHER SUGGESTED APPROACHES

Only three days were allotted for writing up this Unit, finding resource material, reviewing it, reading over books, etc. Because of the time element, there was a great deal of difficulty finding material at the primary level. Some films and filmstrips were listed in one book as Primary Level and in another as Junior High Level. We did look over some books but didn't have a chance to do a thorough job. None of the films were previewed because of difficulty in getting either the films,

a projector, or a place to preview. It is very probable that when we finally get them, they won't be what we thought they were or pertinent to the Unit.

As to the Daily Plans, each time we reviewed them, we had to cut down because the plans were being made without knowing the children or the interests. Right now, it is a guide because the interests of the children may shorten the time spent in one area and lengthen the time spent in another. We are sure that there will be day-to-day changes as the interests and personalities of the class indicate.

There will also be changes before I present the Unit and as I gather the materials, etc., preview, read and get it ready to use in the classroom.

EVALUATION INSTRUMENT

Not definite - Not enough time to plan it properly.
It would probably be a Fill-In Form to see what ideas they would have in the beginning about people who wear different clothing, look different, dress differently, etc.

I would also like to have them do an art project such as drawing themselves and what they see when they look in a mirror to hang in classroom. Quite often, the Black children don't fill in color of skin. At the end, I would have them use a pie plate as the mirror, stick as handle, and draw themselves again to see if they were any clearer in seeing themselves as to skin, hair, etc.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Pie Plates - (Paper)
Throat Sticks
Crayons
Tape Recorder
Camera

AUDIO VISUAL AIDS

Films ?
Filmstrips ?
Records ?

- - Not previewed yet.

FIELD TRIPS AND SPEAKERS

Speaker (Have to work it into plans)

Other suggested Field Trips

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Books for Students at Primary Level

Conference on Curriculum Materials. METCO, Freedom House, June 1968. Supplement, 1969.

Librarian, Cambridge Public Library - helped to go through shelves and her own materials for us.

Minorities in the Curriculum. Comm. of Mass. D. C. Heath, May 1969.

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Minorities in the Curriculum: What's Happening Where. Comm. of Mass., Dept. of Education, D. C. Heath, May 1969.

Steppingstones, Catalog of Multi-Ethnic Learning Materials. Educational Reading Service: New Jersey, 1968.

Anti-Defamation League - - Films

National Conference of Christians and Jews - - Films

PRELIMINARY UNIT

TITLE - THRUST

Grade: Five

Teachers Participating in Composition of Unit:

202, 204, 205, 207

Aim:

Pose honest questions on diverse elements in our community and provide the structure and resources so that children may find their own responses to questions.

In a two week unit to make my class aware of the racial, cultural, and social diversity of our community and that these differences need not lead to discrimination.

Attitudes and Values to be Achieved:

Awareness of racial tensions in community-awareness that one must involve oneself in current dilemmas.

Instill pride in minority groups.

Recognize and admire majority - minority differences.

Recognize and appreciate a different value scale from your own.

Process:

Listen and 'feedback"

Role - play

Evaluation - Day's work unit

Questioning skills developed

Define: poverty, prejudice, model city, minority group

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

To establish good communication in class - use "eye contact" "pair off" - verbalize about "Would you rather live in the city or in the country?" "Feedback" to individual. Group meets in two large circles. General "feedback" - tabulated on board. "Ground rules" evolve. You must listen during "feedback." See how well you made people understand you and how well you understood others. Listen by tape of themselves.

TUESDAY:

Group Dynamics - procedure - first two groups of ten children each. Then repeat with ten more.

Inner five discuss "What we like about living in this community - three minute discussion - three minute "feedback".

Other group in "What we feel that this community isn't doing - three minute discussion - three minute'feedback".

Other groups - "What do we like about our school? What do we not like about our schools?"

WEDNESDAY:

Prejudice - *All children may have a drink except those whose last names begin with "C". Reaction - discussion - each child has large sheet of paper - magic marker - records his view - Group "feedback." Injustices of prejudice! Films:

I Wonder Why
Skipper Learns a Lesson
The Toymaker

*How did "C" feel about being excluded?

THURSDAY:

Role-playing - Ten children role-play teachers talking about teaching in our school - any aspect of teaching. Ten children role-play children talking about teachers - outcome - What do teachers want? What do children want that they are not getting? General "feedback" discussion.

FRIDAY:

Present two written vignettes on people in a poor home - one physically, emotionally, culturally deprived - other physically poor - but cultural advantages proved by Mother - group "feedback" on what poverty really means. Give week end assignment.

MONDAY:

Have nurse talk to class. See **

Assign interviews*

Ground rules - do not argue with anyone. Accept his views - Discussion will take place in school. Have children watch "Julia" - point up lesson it puts forth!

TUESDAY:

Who are minorities? Group discussion and "feedback." Show filmstrip "Minorities Have Made America Great." Have child identify with some group! Speak about how each group has great background, great leaders, etc. Instill minority pride.

WEDNESDAY:

Collect interviews and menus - point up any uniformity of thought . Group "feedback." Talk, as a group, about crime in the neighborhood. Why vandalism, shop-lifting, truancy? What do you think about the police? Mr. McNulty - Speaker - Role of policeman in community life.

Discussion - See if attitude towards law changes.

THURSDAY:

Field Trip - To survey the city - acquaint children with location of services, schools, libraries, other neighborhoods, cinemas, City Hall, Post Office, etc., colleges, museums, theaters, etc., Court House. Brief them first on the multiplicity of services in city - physical, cultural, etc. Motion pictures taken - show when they come back - "feedback."

FRIDAY:

On a map of the city have them point out <u>their</u> community. Talk about mini city halls as in Boston - have them split into natural groups - discuss - then construct a mini-model community with the services they feel they need. Ask children to give a name to the two weeks' experience they have just gone through.

OTHER SUGGESTED APPROACHES

On first day assign collecting of articles and pictures dealing with "other peoples", poverty, prejudice, etc.

*Have children (in pairs) each interview one adult in community on the practicality and fairness of a welfare family of five (mother - four children) living in project existing on $285.00 monthly - medical and dental bills separate.

*Have another group make up sample menu for same family for <u>one</u> day using $3.50.

Before this have school nurse discuss nutrition; how poor nutritional habits and metabolism affect total health - mental, physical, emotional!

School nurse does this well! Importance of a good breakfast before coming to school!

Day by day evaluation:

1. What was good about today's lessons for you?
2. What was bad about it for you?
3. What would you have done if you were planning it?

Color discussion:

Black is not negative, does not connotate fear, ugliness. Take positive side - night is beautiful.

Large map of city - concentration of minority groups.

AUDIO VISUAL AIDS

Films as suggested
Cameras
Overhead projector
Tape recorder

FIELD TRIPS AND SPEAKERS

Bus tour of city:

Public buildings, Resource Units, Cultural Establishments, Educational Facilities, Judicial Complex.

Mr. McNulty from Juvenile Squad of city Police Department.

Suggested:

Speakers from Civic Unity Committee - Juvenile Squad.

EVALUATION INSTRUMENT

Pre-Test

Five quick associations when you hear the word "black"

One sentence on:

What is poverty?
What is prejudice?
What are minority groups?
Are you part of a minority group?
What is a model city?

On-going evaluation

Teacher observation of student's growth in attitudes and skills.
Self-evaluation of growth in attitude and skills.

Final evaluation

Repeat of pre-test
See if responses are different
See if there is any growth in attitudinal behavior

Paragraph from each on what each one gained (or did not gain) from the unit!

EVALUATION INSTRUMENT
ADAPTED FROM THE BOGARDUS
SOCIAL DISTANCE SCALE

NUMBER _____

DATE _____

THE SOCIAL DISTANCE SCALE

You are to give yourself as complete freedom as possible. In fact, the greater the freedom you give yourself, the more valuable will be the results. Use only checkmarks or crosses.

Seven kinds of social contact are given.

You are asked in every instance to give your first feeling reactions. Proceed through the test without delay. The more you 'stop and think' the less valuable will be the results. Give your reactions to every race, occupation or religion that you have heard of.

Social distance means the different degrees of sympathetic understanding that exist between persons. This test relates to a special form of social distance known as personal-group distance, or as the distance that exists between a person and a group such as a race, occupation or religion.

By taking the test at intervals of six months or a year, a person can discover what some of the changes and attitudes are that he has undergone. If given to a group at intervals, changes in group attitudes may likewise be gauged.

Remember to give your first feeling reactions in every case. Give your reactions to each race as a group. Do not give your reactions to the best or the worst member that you have known. Put a cross after each group in as many of the seven columns as your feeling reactions dictate.

	1 Would have as close friends.	2 Would have as next door neighbors.	3 Would work in same group in school.	4 Have as speaking acquaint-ances only.	5 Would bring to my home.	6 Would not bother with at all!
Americans						
Americans (U. S. White)						
Canadians						
Chinese						
English						
French						
Germans						
Greeks						
Indians (American)						
Indians (India)						
Irish						
Italians						

	1 Would have as close friends.	2 Would have as next door neighbors.	3 Would work in same group in school.	4 Have as speaking acquaint-ances only.	5 Would bring to my home.	6 Would not bother with at all!
Japanese						
Japanese (Americans)						
Jews						
Negroes						
Poles						
Puerto Ricans						
Scots						
Spanish						
Swedish						
Portuguese						

John is really poor. His mother gets a check from welfare twice a month but all they ever eat is hot dogs, potato chips and coke, except when the check comes in. Then they go to a restaurant! Their clothes are always unpressed and dirty. Their house is always messy. They can watch TV as late as they want. Their mother never calls them for school. They get their own breakfast - donuts and coffee.

Bill is poor. His mother gets a welfare check twice a month. They are always clean-looking and their clothes are always pressed. Their mother makes them eat hot cereal and cocoa almost every morning. They bring peanut butter and jelly sandwiches for lunch. For dinner they have some kind of meat three times a week, potato, vegetable and fruit. Other times they have spaghetti, baked macaroni and cheese - things like that. They can only watch TV for about 1 1/2 hours a day. They're always reading. On Sunday they go to places like museums, art galleries, and take walks to historic places in the city. But they really are poor!

STUDENT BIBLIOGRAPHY

I do not have these books, but I would like them!

Cohen, Robert. Color of Man.

Kelly, Josephine. Dark Shepard.

Levy, Mimi Cooper. Corrie and the Yankee.

Meadowcroft, Erid. By Secret Railway.

Miller, Floyd. Abdoola.

Murray, Joan. The News.

Newman, Shirlee. Marian Anderson: Lady from Philadelphia.

Stalz, Mary. A Wonderful, Terrible Time.

I would like to examine some paperbacks!

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Bosker, Joseph. Urban Racial Violence in the 20th Century. Glencoe Press, 1969.

Eagan, James. Let's Talk and Listen.

Kvaraceus, Gibson, Curtin. Poverty, Education and Race Relationship.

Noar, Gertrude. Teacher and Integration.

One Year Later. Urban America, Inc. and The Urban Coalition, 1969.

Report on Task Force on Human Rights. NEA Washington, D.C., 1968.

Wagstaff, Thomas. Black Power.

PRELIMINARY UNIT

TITLE - OUR CITY

Grade: Five

Teachers Participating in Composition of Unit:

207 in collaboration with 204, 205

Aim:

To present a two-week series of experiences in which the class can, through various media, become aware of the function of a city, its problems and its people.

Attitudes and Values to be Achieved:

To develop an awareness and a respect for oneself and for the cultural differences among people.

To develop the ability to look at the world for oneself and to make one's own judgment and decisions - ultimately from one's own attitudes based on open-minded experiences.

To instill in each student a feeling of self-worth and a belief that theirs is an important and unique contribution to the entire community.

List Specific Behavioral Objectives to be Reached:

Definitions of attitudes: Prejudice, discrimination, poverty, minority, development of open-mindedness.

Skill in listening: Feedback, communication of ideas, ability to evaluate one's performance and situation.

Role-playing.

Development of self-image, self-worth, self-confidence.

Map skills, city planning (explore).

Concept of the City.

Ability to work well in small groups, cooperate, participate.

Independence - work well on own.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Pre-test- Attitude Inventory (See following):

1. What is a Negro?
2. What is Poverty?
3. What is a Puerto Rican?
4. What is an Italian?
5. What is a Chinese?
6. What is a City?

List the first five words you think of when you think of:

7. Black
8. Prejudice
9. Minority
10. Poverty

Communications Skills - paired exercise.

Group I tells another "What it means to be poor."
Group II listens - "Feedback" repeat: "You said, "....."
react: "That made me feel ....."

If correct, goes to board and writes #I's idea in a few words--(summary skill).

Discuss listening carefully, asking for clarification .....
Group II - "What it means to be a minority."
Group I - "Feedback"

Home Assignment - Clip a newspaper article about any person or group who are trying to get a change. Read carefully and be prepared to give a feedback ..... What are they really saying? What do they want" Is request fair? Is their method good? etc.

Evaluation.

TUESDAY:

Go over feedback from newspaper articles.

Role-playing - empathy with Minority groups.

"There's a new boy in class. He's a "Flambam." Who would like to show him around?

Non-verbal behavior.

"Flambam" stand in center. Three students show him how they feel toward him as a stranger - new and foreign - non-verbally.

Feedback: Flambam - How did you feel? How do you think students felt? Show it.

Briefly explain purpose of unit - overview - plan.

Small Groups: Discuss: What do I want to learn about other races?

Questions I'd like answered. Chairman. Recorder.

Large sheets with magic marker. Display.

Evaluation.

WEDNESDAY:

Experiment in Prejudice - "You all look tired, fidgety; you may get a drink, row by row. All except blondes. They're different. Not as good. Strange, not as smart, etc."

Discussion of Small Groups' Goals - Yesterday's result - discriminating against blondes. Feedback: Blondes - how they felt? Others reaction?

Discuss Prejudice - What it is? Why it happens?

Film on Prejudice - Each person watch for important idea you learned.

Feedback on Film. Each person watch for important idea you learned.

Evaluation.

THURSDAY:

Prejudice Index Game:

Ditto - seating plan. No names. Imagine an all-girl class. If you are a girl, vice-versa.

1. Put an X where you want to sit.
2. Put an X where you want a Negro boy or girl to sit.
3. Put an X where you want a Puerto Rican boy or girl to sit.
4. Put an X where you want a Portuguese, Chinese, Italian, Jewish, Catholic, Irish, Indian . . . boy or girl to sit.

Discuss Reasons for Choice - validity - dispel misconceptions, prejudice, discrimination, openmindedness; all people have important contribution to society. Differences - but basically all human beings with feelings, ability to think, learn from each other. Generalizations - warn against. "All redheads are silly." All, never, always, every -- false.

Modified Debate: U. S. is a nation of recent immigrants. Do you think this mixture has strengthened or weakened our country? Defend your naswer. Half the class - pro; half the class - con. One speaks from each side in turn. If one can prove a person from opposite side was not listening, one can disqualify him.

Evaluation.

FRIDAY:

What is a City? Compile lists - composite of individual papers. What must a city have? What else is found in a city? What are the problems of a city?

Role-play situations: Video tape or tape record.

1. Boy wants to quit school. Parent, teacher, administrator try to convince him to stay. Define problem.
2. Sixteen year old drop-out at interview in Employment Bureau. Difficulty in finding a job.
3. Mother - at Welfare Office registering.
4. Inner Belt going through your street - house to be torn down. Parent protest -- feelings.
5. Policeman catching two girls shoplifting (three students).
6. Schools are poor. Parents' recommendations to school committee.
7. Parent complains to principal; feels her child discriminated against.
8. Black - white kids fight; parent try to patch it up.
9. Spanish-speaking person ill; no one at hospital speaks Spanish.
10. Spanish-speaking child in class, new. How do you feel?
11. Black man trying to find an apartment for family. Landlord won't rent to him.

Evaluation.

MONDAY:

Map of City - every child put in pin locating his house area. Discuss requirements - layout of a city. Is it best? How it (city) grows.

Small Groups - Interview a service agency of city. Report on its role in the community. Quality. Number of people served. Adequate? Improvement recommendations.

Interview technique. Children write questions beforehand. Read, investigate in school prior to visit. Materials available - teacher arrange interviews. Write results and report.

Introduce Model City Program - Keep in mind class is going to create miniature model city. Think of how you could create your agency so as to serve best in city. Interview Monday, Tuesday afternoon, after school.

Evaluation.

TUESDAY:

Report of Monday interviews.
Explain Model City in depth.
Explain City - Plan E government. Our class will operate using that form.
Election of City Council, etc. (Study Group Dynamics here).
Each group - plan how his department will be run in detail. Where located? Write proposal, bring before City Council for discussion and vote. If accepted, go ahead and build Detailed Sheet Plan (using whatever materials and time available - size - scale - branch office? - boxes - construction paper).

Evaluation.

WEDNESDAY:

Reports.
Work sessions for groups. Street plan model.
Evaluate.

*Enrichment assignment available on Economics (programmed-type lesson) (Welfare - poverty budgeting) Plan 1-day menu - five food groups - on welfare budget.

THURSDAY:

Finish Model City.
Discussion of City - by Council.
Evaluate: Will this city function well? How do you measure? Who will live in City? Where? Hire city officials? All children place houses on street plan. Study change in attitude.

Evaluation.

FRIDAY:

Letter to City Council on what you'd like to see changed in city? Why? How?

Evaluative inventory: Attitude inventory repeated.
Evaluation of day.
Evaluation of Unit.

OTHER SUGGESTED APPROACHES

Discussion Topic:

What is an attitude? How are they formed?
Develop openmindedness.

Enrichment Lesson - Economics:

Welfare, Budget, Health - five food groups - meal planning. Get some idea of cost of living expenses. Hardships - making ends meet. (Using transparencies or dittos.) Or programmed instruction sequence, if possible.

Poverty:

Deprivation - physical, mental.
Discussion of two - from case histories.
How to help yourself. No shame.

*Newsletter - report on interviews - report on agencies and services of city.

Art - Architecture - buildings - street plans.

Music - Tie in.

Poetry - Literature - Utopian literature - ex. excerpt Thomas Campanella, City in the Sun.

Tie-in: English skills:

Letter writing
Interviewing
Note-taking
Reporting findings to class
Debate.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Newspapers
Poem, "Know Old Cambridge" by Oliver Wendell Holmes
Cameras

AUDIO VISUAL AIDS

Video Tape or Tape Recorder
Film Projector or Film Strip Projector
Maps of City - City Engineer's Office

Films: "I Wonder Why" - Anti-Defamation League

"Minorities Have Made America Great" - six film strips and six records, WASP Warren Schloat Productions

"Our Country Too" - (30 minutes) Boston University

"Sounds of Poverty"

EVALUATION INSTRUMENT

Daily Evaluation:

Today's experience was good because . . . . . .

Today's experience was bad because . . . . . .

If I were planning today's experience, I would have . . . . . .

What would you like to do tomorrow, or in the future?

Final Evaluation:

I liked the experiences we did on the city because . . . . . .

I disliked the experiences we did on the city because . . . .

What did you enjoy most in these past two weeks?

What did you enjoy least?

How would you improve the Unit?

Would you like to do more work like this?

Pre-test and Post-test:

What is a Negro?

What is Poverty?

What is a Puerto Rican?

What is a Chinese person?

What is a City?

What is an Italian?

What is a Portuguese?

List the first five words that come into your mind when you think of:

Black

Prejudice

Minority

Poverty

FIELD TRIPS AND SPEAKERS

Possible Speakers:

Representative from Police Department - Juvenile Department (Detective or Probation Officer)

Representative from Fire Department

Public Health Nurse

Possibilities:

Visit Water Works - Fresh Pond - Water Pollution

Tour of City

Individual group visits to City Service Centers:

City Planning Board
City Redevelopment Authority
Civic Unity
Chamber of Commerce
City Engineer Department

(Speakers or Visits)

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DeTrevino, Elizabeth. I, Juan de Parejo.

Faulkner, Georgina. Melindy's Happy Summer.

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McCarthy, Agnes and Reddick, Lawrence. Worth Fighting For.

Olsen, Swinburne. Tomorrow Won't Wait.

Olsen, Swinburne. In Another's Eyes.

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Baldwin, James. Go Tell It On The Mountain. Others.

Bennett, Lerone. Before the Mayflower.

Brown, Claude. Manchild in the Promised Land.

Carmichael, Stokely and Hamilton, Charles V. Black Power.

Chesler. Role Playing Methods in the Classroom.

Clark, Kenneth. The Negro Protest.

Cole, Robert. Children of Crisis.

Conant, James B. Slums and Suburbs.

Daedalus Magazine

Eagan, James M. Let's Listen and Speak.

Ellison, Ralph. Invisible Man.

Fairbairn, Ann. Five Smooth Stones.

Franklin, John Hope. From Salvery to Freedom.

Goldberg, Daniel. Challenges in our Changing Urban Society. Laidlaw Social Science Program.

Gregory, Dick. Nigger, From the Back of the Bus.

Hughes, Langston. The Best of Simple.

Hughes, Langston and Meltzer, Milton. Black Magic.

Kohl, Herbert. Thirty-Six Children.

Kvaraceus, Gibson, Curtin. Poverty, Education and Race Relations.

Malcom X. Memorial Committee. Brother Malcom X.

Muhammed, Elijah. Message to the Black Man in America.

Quarles, Benjamin. Frederick Douglass.

Schaftel. Role-playing.

Wright, Richard. Native on Black Bay.

PRELIMINARY UNIT

TITLE - WHY, OH WHY

Grade: Six

Teacher Participating in Composition of Unit:

208

Aim:

To expose the students to the experiences of people living in poverty and racial prejudice in order for them to come to an understanding of the complexities and anxieties of these people and their role in changing existing conditions.

Attitudes and Values to be Achieved:

I would hope that the students would re-examine their beliefs and attitudes in regard to Race and Poverty and get a greater understanding of themselves and of the segments of our society. I hope they will view each individual in light of his environment and be more aware of the influence environment has on shaping each individual.

List Specific Behavioral Objectives to be Reached:

I hope that the children become aware of their role in understanding existing conditions and their importance for bringing about change - a new awareness of what I, as an individual, and as a group can do to bring about change - e.g., sending proposals to the President and the head of the H.E.W. and how they can break down the barriers with their friends and family.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Opening discussion on comparing the physical differences of the class in regard to height, weight, age and color - then likeness-non physical that we all have - feeling and emotions - What are they? Love, hate, fear, pity, sorrow, etc. End result hoped for would be an awareness that although physically we differ, we all have basic emotional likenesses that are present regardless of physical or environmental conditions. Black, white, brown, rich or poor have feelings and emotions.

TUESDAY:

What makes our lives different? Children are asked to explain some of the circumstances which affect our lives and how these circumstances totally change appearances, wants, and needs or if these circumstances really change our basic needs. How a rich child looks at life and what does he want out of it; and how a poor child looks at his life and what does he want out of it.

WEDNESDAY:

Through gradual time recall the child goes back in time to his Christmas when he was in the first grade and have them tell what they wanted most for a present. Examine the nature of the present and how they felt when they were wanting this thing. Have the children put themselves in the role of a very poor child - what does he want most, how and why does it differ from what he wanted most. What would your feelings be if you didn't, if you did, get your present. In this way the child recalls the early feelings of wanting and frustrations at not getting a desired thing.

THURSDAY:

Pictures are shown of "poor children" and their environments. Building on yesterday's experiences, the children would be asked to write or give an oral diary of one day for a child of poverty, e. g., a Black child, a Puerto Rican child, a child from Appalachia, an Indian child on a Reservation - what does he do, where does he play, what does he eat, and what does he think about just before he goes to sleep while lying in bed at night; what are his dreams and hopes?

FRIDAY:

Show film "Sounds of Poverty"- compare our views and attitudes that we think poverty is. Were we able to experience the life of a poor child through our diary - what did we forget about or what didn't we know existed in Poverty? Could we get the feelings of how it is to be poor? And if so what are these feelings?

MONDAY:

Why are the poor still poor? Ask the children for their reasons in the role of the child they depicted in the diary. Read excerpts from books* which show poverty, racial and social prejudice and what keeps the poor poor and how the poor come to distrust and dislike the average white middle class person.

*Readings from The Outnumbered, ed. Charlotte Brooks, Dell Publishers.

TUESDAY:

Ask the children to portray the child of their diary and ask them to interpret and analyze statements on the tape recorder. Have them give their side to each one of these statements and

what are these people really saying?

"They want too much too quickly. We had to work for what we have; let them. They want the schools to feed them, the welfare to give them dollars for new clothes and a phone. It's just got to stop."

"I'm a mailman and I've worked hard to buy my house. I'm not prejudiced. We have a Black doctor next door. We all like him. He's just like us."

Did you notice how they walk and talk. They just don't care about anything. They're stupid in school, quit at sixteen and then go on welfare."

WEDNESDAY:

"You've Got to be Taught" play record. Examine how people learn about other people - when do we learn to hate or love and who and what do we love or hate and why? What can we do about changing hatred and biases? Discuss all ways we learn and when we learn to hate what does it do to the other person we hate? Does he know and how does he know?

THURSDAY:

Recapping yesterday's discussion have the children group in groups of four and through these discussions have them formulate the ways in which, if they were the President, how they could ride the country of hatred and poverty.

FRIDAY:

Class comes together and finalizes proposed changes. They are written up, signed, and sent to the President and the head of the H. E. W. Every child would then silently think of what he can do personally and then discuss. Explain that it's easy to go along with everyone and that it takes courage to bring about change.

OTHER SUGGESTED APPROACHES

First ask the children how tall they are and how do they feel about it. For a unit on racial discrimination, I would have anyone under five feet to be a segregated group with different seats, doorways, and coat hooks and many more intangible methods for three days. At the end of the third day, the children are asked to state or write how they feel. Next the principal comes in and announces that this segregation must be stopped; all students, regardless of height, must be treated equally.

For the next three days a very subtle form of segregation comes into play using looks, tone inflection, etc. The children, I feel, would be on the defensive and possibly quite belligerent at the end. A statement would then be elicited from them as to how they felt towards themselves and people in authority. This experiment would parallel the Black man's frustration with his life especially now since many laws have been passed which outlaw segregation and yet it still exists in the real world.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

I am looking for childrens' books that depict the lives of minority groups. So far I am aware of:

Bright April - DeAngdi, Marguerite
Mary Jane - Arrow Book Club
Harriet Tubman - Humphreyville, Frances
Breakthrough to the Big League - Robinson, Jackie
The Long Black Schooner - Sterne, Emma Gelder

AUDIO VISUAL AIDS

Collected pictures of children of poverty and their environments.

Tape recorder used in statements to the class.

FIELD TRIPS AND SPEAKERS

I have excluded field trips and speakers because I have not been able to think of an appropriate one. I leave this open for future field trips and speakers representing the various minority groups or geographical locations, e. g., student or parent with first-hand knowledge of Appalachia, ghetto or Indian Reservation, etc.

EVALUATION INSTRUMENT

Questionnaire - Check the letters that apply - the list will be stated for each group

	( )	a. Stick together
Negroes	( )	b. Are friendly
	( )	c. Want too much
Most Blacks	( )	d. Work hard
	( )	e. Have had a hard life
Puerto Ricans	( )	f. Don't like me because of what I am
Poor People	( )	g. Are all different
	( )	h. Look alike
Jews	( )	i. Are lazy
	( )	j. Try to improve themselves
Indians	( )	k. Just want trouble
	( )	l. Want everything
White People	( )	m. Are unfriendly
	( )	n. Should get more help

Finish each statement with one fact that you feel is most important about each group of people:

(Negroes)
Blacks are:

Poor people are:

Jews are:

White people are:

Indians are:

Puerto Ricans are:

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DeAngdi, Marguerite. Bright April.

Humphreyville, Frances. Harriet Tubman.

Robinson, Jackie. Breakthrough to the Big League.

Sterne, Emma Gelder. The Long Black Schooner.

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Handlin, Oscar. The Newcomers. Doubleday Anchor.

Harrington, Michael. The Other America. Penguin.

Kvaraceus, Gibson, Patterson, Seasholes, Grambs. Negro-Self Concept. McGraw=Hill.

Lester, Julus. To Be A Slave. Dial Press.

Piri, Thomas. Down These Mean Streets. Signet.

Wagstaff, Thomas. Black Power. Glencoe Press.

PRELIMINARY UNIT

TITLE - THE NUTRITION OF POVERTY

Grade: Upper Elementary

Teacher Participating in Composition of Unit:

209

Aim:

1. There can be no life without protein.
    a. Cells of all living forms are found on protoplasm which is protein.
    b. There is no life without protoplasm.
2. Man cannot synthesize protein from raw materials.
    a. Protein must be gotten from the edible flesh of plants and muscles of animals.
    b. Once eaten, protein is digested and broken down into specific proteins man needs.
3. Protein deficiencies, anemia, growth retardation are frequently found among the poverty population of the U. S.
    a. Evidence of malnutrition among school children are found in both urban and rural poverty areas of the U.S.
    b. Damage caused by malnutrition begins before birth and can effect future generations.
4. Commodity Distribution programs:
    a. The food stamp program will provide a needy family with surplus Department of Agriculture commodities.
    b. Agencies that make distribution of surplus commodities are required to have at least one person for every 200 families.

c. Commodities are not to be used as a means for furthering the political interest of any individual party; and there should be no discrimination in the distribution of commodities because of color, race or creed.

Note: 1 and 2 to be added to number 3.

1. There is evidence that protein deficiencies may cause brain damage before a baby is born.
2. There is evidence that there is an association between poverty and malnutrition and parasitic diseases.

Attitudes and Values to be Achieved:

People are usually not poor because they want to be poor. Poverty begets poverty in many cases. Underprivileged individuals sometimes show a lack of concern for their own betterment. They suffer from poor health resulting from inadequate diets or the inadequate diets of their parents.

People have different food resources. Some people buy their food in supermarkets; other people exchange food stamps for their food at a surplus commodity distribution center.

List Specific Objectives to be Reached:

Students should be able to list the four basic food requirements for good nutrition.

Students should be able to write a paragraph describing how the human body uses each of the four essential nutritients needed for proper nutrition.

Students should be able to write a paragraph describing the importance of protein to living organisms.

Students should be able to write a description of how man obtains usable protein.

Students should be able to list and describe two forms of protein deficiencies.

Students should be able to describe in writing at least two other effects of malnutrition and poverty.

Students should be able to write a colloquium comparing the growth of a laboratory animal given a diet lacking protein; with an animal given a controlled diet.

Pre-test:

What is a city?
What is poverty?
What is a Negro?

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Present pre-test.
Explain the purpose of the diet experiment with laboratory animals that lasts for six to eight weeks.

Explain the probable outcome of the experiment.

Assign committees to run the experiment.

i.e., a weighing committee , a feeding committee, a cage cleaning committee, a public relations committee (to explain the experiments' purpose to the remainder of the student body.)

TUESDAY:

Discussion of the five essential nutrients necessary for good nutrition.

Show filmstrip "Food for Fun" presented by the New England Dairy Council.

Discuss filmstrip.

WEDNESDAY:

Begin student activity whereby each student keeps a daily record of his food intake for one week, counting caloric, fat and protein intake.

Have students plan a well balanced meal using a food picture file provided by the New England Dairy Council.

THURSDAY:

Class observes lab animals, charts and records showing the animal's rate of growth for three days.

Discuss observations.

A teacher lead discussion about the effects of malnutrition on humans.

FRIDAY:

A teacher lead discussion about the effects of protein deficiencies on pre-school children.

MONDAY:

Teacher leads discussion about the association that parasitic diseased have with malnutrition and poverty.

Teacher leads discussion about types of parasitic diseases caused by flukes, roundworms, pinworms and tape worms.

Exhibit of parasitic specimens.

TUESDAY:

Introduction to surplus commodity program.

Exhibit of commodities available to needy families under this program.

Discussion of how to use surplus commodities.

WEDNESDAY:

Demonstration of uses of commodity foods by resource person from the Mass. Agriculture Extension Service, University of Massachusetts, Lexington, Mass.

THURSDAY:

Students are to submit their week long diet reports.

Students are to plan meal to be prepared from surplus commodities.

FRIDAY:

Prepare meal.

Post-test.

OTHER SUGGESTED APPROACHES

Substituting baby chicks for Albino rats as laboratory animals in diet experiment.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

"Your Food - Chance or Choice" film strip; National Dairy Council and Affiliated Units. Reid H. Rey. Film Industries Production.

Diet Planning Unit, a picture file. National Dairy Council.

Nutrition Science and You, Olaf Nickelsen. Scholastic Book Service, Inc., New York, N. Y., 1967.

Chemistry of Life, Catherine B. Hoffman. Scholastic Book Service, Inc., New York, N. Y., 1967.

Animal Experience, New England Dairy Council, Boston, Mass.

EVALUATION INSTRUMENT

What is a city?

What is poverty?

What is a Negro?

STUDENT BIBLIOGRAPHY

Schneider, Herman and Nina. Science in the Space Age. D. C. Heath, Englewood, N. J. A seventh grade Science text.

TEACHER BIBLIOGRAPHY

Gladwin, Thomas. Poverty, U. S. A. Boston, Little Brown, 1967. Congressional report on hunger and malnutrition in the U.S.

Humphrey, Hubert H. Poverty. New York, McGraw Hill, 1964. A series of reading.

Moynihan, Daniel. On Understanding Poverty, New York, Basic Books, 1969. Perspectives for Social Scientists.

Ross, Arthur. Employment, Race, Poverty. New York, Harcourt. News and World, 1967. One of a series of books from the four year program of research and conferences on the subject of unemployment and the American Economy.

PRELIMINARY UNIT

TITLE - PROJECT FOCUS

Grade: Seven

Teachers Participating in Composition of Unit:

202, 204, 205, 207

Aim:

In two weeks to make my class aware of the racial and environmental diversity of people in our city for the purpose of lessening racial tension.

Attitudes and Values to be Achieved:

Respect for self and others

A. Appreciating the views of others

B. Empathy

Learning to work together

A. Group responsibility and loyalty

B. Community responsibility and loyalty

Citizenship

A. Community awareness

B. Community interaction

C. Developed sense of justice

List Specific Behavioral Objectives to be Reached:

1. Students do not interrupt speakers at any time.
2. Students ask questions only at the end of discussion.
3. Speakers stick to topics.
4. Each student contributes in turn.

5. Displays some form of sensitivity to injustice.
6. Student observes group rules.
7. Student regards his opinions as tentative.
8. Student learns to accept corrective criticizing.
9. Judges people by their actions.
10. Student has friends from racial group other than his own.
11. Give a definition of _____ .
12. Be able to name two close friends who are not of your race.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Learning to Communicate - Procedure - Group discussion, committee work, skills - setting workable ground rules, giving and receiving feedback, check out, round-robin discussion, non-verbal expression.

Group discussion questions - What do you like about your 'friends'? What type of people do you like? Would you have (a, an) _____ as a close friend?

Committee discussion questions - What are the stereo types of _____? (Negroes, Jews, Catholics, Puerto Ricans, Indians, etc.).

Pair discussion questions - What movements best showed your partner how you felt? What is the best way to show someone you want to be friends? How can you tell when someone is angry without having a discussion?

TUESDAY:

Learning to Appreciate the Views of Others - Procedure - Form two circles, one inside the other; the inner circle has a discussion while their partners listen from the outer circle;

the discussion is ended and the partners pair off for feedback. Skills - listening, feedback, summarizing distinguishing fact from opinion, point of view, self-evaluation.

Discussion questions - Why do most city Negroes live in ghettos or slum neighborhoods? If you were a Negro what would you want your race to be called? (Black, colored, or Negro?) Is there really any Negro history that is important of America? Have Negroes made any contributions to America?

WEDNESDAY:

The Nature of Discrimination - Divide the class into groups. Give one group special privileges (ex. - The right to borrow at will, speak out, go to recreation, to have a seat, get a drink, get free paper). Have a round-robin discussion.

Discussion - How did it feel to be discriminated against? How did it feel to have special privileges? Which group would you want to be in if we did this lesson again? What's wrong with discrimination? How good are laws against discrimination? What is defacto segregation? What is dejure segregation? Is integration always good? How does Racism (institutionalized) set in a society?

THURSDAY:

The Nature of Prejudice - Procedure - Pass out a variety of self-correcting sensitivity tests - group discussion after test - group may tabulate results.

Discussion questions - How much of a difference was there between what I thought I felt and how I really feel? Why is there a difference? What is prejudice? How do people become prejudiced in the bad sense? Have you ever felt that someone was prejudiced against you? What is propaganda? How are people brain-washed?

FRIDAY:

Motivational Films - Procedure - Show films that will tie together the lessons on race and poverty and at the same time provide examples for discussions - film discussion after each film.

Discussion questions - Was the film real to life? Were there any misconceptions? Were any stereotypes used? Were there any other simplifications? Was the director's view point known? Was there any propaganda? Was it slanted or did it give coverage to both sides? Were charged words used? Were abstract words used?

MONDAY:

The Nature of Poverty - Procedure - Divide the class into role-playing groups. Assign each group a role-playing situation. Explain the situation and the principle roles for each group. Explain the audience roles. Warm up. Role-playing - discussion.

Situations - A father trying to explain to his children that they can't afford _____ . A drop out explaining to a teacher why he quit school. Kids drinking in a part. A policeman and a young offender who has been caught shop lifting. A school official discussing racial and discipline problems to his teachers. Welfare worker trying to get a mother to go on A.F.D.C. An aged man trying to get help in a clinic. A football coach motivating players to go to college.

TUESDAY:

Improving the Environment - Procedure - Brain storming, each student makes a list of urban problems and needs. The lists are presented to the group. The group makes a master list.

The group attempts to find solutions to the problems raised.

Skills - Working independently, working as a group, evaluating, identifying, collating, ordering, processing, collecting.

Some problems - Pollution, congestion, traffic, recreation, parks, rapid transit, dirt, crime, redevelopment, etc.

WEDNESDAY:

City Planning - Procedure - Each child is to plan a model city trying to meet the needs of all city groups. Children may re-model the city or plan a future metropolis. Pass out maps of the city.

Discuss - Street planning, eminent domain, health needs, renewal, inner belt, hospitals, colleges, stores, churches, Fire Department, Police Department, schools, cars and trucks, traffic - pleasure and business, beauty historical points, City Hall, housing needs, sanitation, rapid transit.

THURSDAY:

The Change Agent - Procedure - Discuss community involvement and changing ideas into facts. Have students write simulated letters to a representative. Draw up a petition, propose a law. Class may write a proposal to govern their class for a day - must put in strong implementation section - avoid loop holes. Discuss starting a campaign to end racial prejudice against students from foreign countries. Discuss lobbying and maybe role-play vested interest groups.

FRIDAY:

Class Collage on Cultural Diversity - Procedure - Have students make a scrapbook of pictures depicting racial and cultural diversity and the unity of all men. Have each student select two pictures which will in some way add to the theme of "The

Brotherhood of All Men" in a modern society. Optional theme "American Working Toward Achieving the American Creed."

OTHER SUGGESTED APPROACHES

Problem centered lectures
Open ended discussions
Social grams
Guest speakers
Role reversal
Literature approach
Cause and effect scientific
Language and theater, fine arts
Confrontations
Vignette analysis
Field trips
Audio-visual - Tapes and records

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Excerpts from:

1. Eisenstadt, Murray. The Negro in American Life. Oxford Book Co., Inc., 1968.
2. Thomas, Piri. Down These Meek Streets. Signet Books, 1968.
3. Map of City.

AUDIO VISUAL AIDS

All the Way Home, thirty minutes
Brotherhood of Man, eleven minutes
Skipper Learns a Lesson, ten minutes

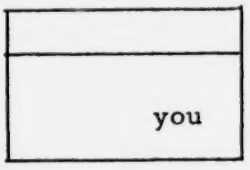
EVALUATION INSTRUMENT

Evaluation of role-playing:

1. How many students expressed the desire to role-play more situations?
2. Are formerly rejected children being integrated into the group?
3. Are socially ineffective children learning more effective behavior?
4. Are children more able to act out their feelings?
5. Are children more able to examine their feelings?
6. Are children more open and less inhibited?
7. Are children able to suggest a variety of solutions to a problem?
8. Was child able to portray various roles?
9. Were feelings suitable to roles?
10. Was the child spontaneous?
11. Were all students participating?

Self-evaluation test:

1. Sunshine community block - If this was your block where would you want a Negro lawyer, Puerto Rican, Jew, poor Whites?



2. Western Behavioral Science racial attitude test.
3. Social Distance test - modified Bogardus.

Pre and Post-Test

1. Define any five of the terms below:
   Biased, prejudice, discrimination, feedback, round-robin poverty, environment, city planning, change agent, collage, justice.
2. Describe the process of community involvement.
3. List some of the problems of communicating.
4. Take a position pro or con on the following statements and support your position:
   a. One should never interrupt a speaker even if he is getting off the topic.
   b. Words like discrimination, prejudice, integration, segregation are not evil in themselves.
   c. "You can't beat City Hall."
   d. "Let George Do It."
   e. "All Negroes are Difficult to Live With."
5. Explain what is meant by the phrase "A healthy attitude."
6. List at least ten cultural groups in the city and names of one of their needs that is particular to them.

TEACHER BIBLIOGRAPHY

Gordon, Michell. Six Cities. Baltimore, Md. Penguin Books, 1963.

Handlin, Oscar. The Newcomers. New York: Anchor Books, Doubleday and Co., Inc., 1959.

_____. Race and Nationality in American Life. New York: Anchor Books, Doubleday and Co., Inc., 1959.

Harrington, Michael. The Other America. Baltimore, Md.: Penguin Books, 1963.

Katz, William L. Eyewitness: The Negro in America. New York: Pitman Publishing Co., 1968.

Kvaraceus, William C. Poverty, Education, and Race Relations. Boston: Allyn and Bacon, 1967.

Ploski, Harr A. (ed.) The Negro Almanac. New York: Bellwether Publishing Co., Inc., 1967.

Weaver, Robert C.

PRELIMINARY UNIT

TITLE - PROJECT: "IMPACT"

Grade: Eight

Teachers Participating in Composition of Unit:

204 in collaboration with 202, 205, 207

General Aim:

To post honest questions on the diversity in a community and provide structure and resources so that students may find their own responses to these questions.

Specific Aim:

To ease racial tensions, to instill minority pride, to recognize majority - minority differences, to analyze urban dilemmas, such as race and poverty, etc.

Attitudes and Values to be Achieved:

Understanding of minority - majority differences in this community.

Development of minority pride in the community.

A concern for all people in this community.

A desire to involve oneself in solution of current problems in community.

A recognition of one's own prejudices and willingness to consider the point of views of others - empathy.

Attempts to ease racial tensions through cooperative efforts.

List Specific Behavioral Objectives to be Reached:

Students define race, poverty, minority, prejudice, model city.
Students listen and "feedback" to one another.

Students locate, evaluate, organize information.
Assume another identity through role-playing.
Students evaluate critically what they have read.
Students experience shopping as a welfare parent.
Students continually evaluate themselves.
Map skills.

SUGGESTED CLASSROOM PROCEDURES

MONDAY: (Pre-test)

How effectively do we communicate with others?

a. Do you listen to others?
b. Do others listen to you?

Have children walk around room feeling textures of walls, chairs, etc. Establishment of "eye contact." Lap this person and "pair off." "Ground rule" - listen when the partner talks. Discuss "What is a City"? "Feedback" by other person. Group "feedback". Secretary records data. Repeat performance posing another question - different partners. "Are old parts of a city worth hanging on to?" "Feedback." Group "feedback." Data recorded on newspaper print hung around room. Some generalizations should evolve. Tape record this session.

TUESDAY:

How effectively do you communicate in a group setting?

Procedure from Model Cities office maps of your school district. Quarter the class; 1/4 inch inner circle, 1/4 inch outer circle. Two groups going at once. Three minutes to discuss, "If this community were to be renewed . . ." one group discuss, "What's worth saving in this community?" "What's not worth saving in this community?" "Feedback." Data recorded on maps. Round table discussion, "What does

this community need most?" Tape record last session.

WEDNESDAY:

How do you regard members of other minority groups?

Project Outlook: Have large floor map of your school district and blocks to left and right of the school. Distribute to class dittoed sheets of same map.

Using an X for your house, show where you would like these neighbors to live using proper symbols: , Mr. Jones, a black postman, , Mr. Gomez, a Spanish tailor, , Mr. Wong, a Chinese student, , Mr. Medeiros, a Portuguese factory worker, , Miss Smith, a teacher. On master sheet plot all symbols. Class discussion on ethnic distribution of class.

THURSDAY:

What is the nature of prejudice?

Shock Treatment: Teacher says "All blue-eyed children may get a drink." How did the other group feel? Do we often exclude others from certain activities? Do adults do this same thing? Role-play: Adults you have heard speaking about prejudice and certain minority groups. Ground rule: No names or fictitious names used. Critical analysis and deep thinking should evolve. Are there any real bases for our adults feeling this way? Show "Can we immunize against prejudice?" Seven minute black/white - open ended cartoon film. Chart reactions to film. Tape record this session.

FRIDAY:

What is the nature of poverty in this community?

Treat economic viewpoint. Lead question - Why do so many of us buy things on time? Discussion. Having enough money

is a great responsibility. Let children be parents on welfare taking care of family of five - yourself, a fourteen year old boy, a twelve year old girl, and eight year old twins. Boys scan newspapers and become comparison shoppers. According to prices in papers where would you buy certain items, would you take advantages of specials. Girls write up samples of menus for week. Twenty dollars is limit for food budget.

MONDAY:

Who are the minority groups in this community?

Assignments for week: Become aware of minority groups in all media of communication. Begin collecting articles on race and poverty for three days. Read one of the books in our student library.

Resource speakers: Representative from Spanish Advisory Council and Portuguese Council Unity Committee or speakers obtained from C.C.U.C.

Question period. Debate: This community, unlike many, is a community of recent immigrants. Do you think that this mixture has strengthened or weakened our community. Defend your answer.

TUESDAY:

What special services are located in this community?
What services could be added to this community?

As resource material use CCS Directory of Community Services in the city. Take polaroid pictures of existing special service buildings. Students design and locate on floor map new service buildings that could be added to community.

WEDNESDAY:

What are the adults in the community doing to improve their neighborhcod?

Resource speaker: Representative from Model Cities Project.

What can the youth of the community do to improve their neighborhood? Neighborhood Youth Service Corps., Boy Scouts, Girl Scouts, etc. Begin construction of mini-community around your school, ideal to all. Have model on floor map of community. Separate class into committees on housing, industry, transportation, recreation, special services.

THURSDAY:

What are the most pressing urban problems today?

Categorize newspaper articles and relate them to problems in industry, housing, transportation, recreation, city services, etc. Have committees summarize information on wall charts. Read local paper report on a city council meeting. Role-play city council and city manager. If you were on the city council and had to vote for a museum tract, a large public garage for parking, a neighborhood community center, housing for the elderly, which would you vote for and why? Lobbyists for these organizations given two minutes to present news.

FRIDAY:

What have we learned during this unit? Which learning experience did you like best and why? Which did you like least and why? Use one to one pairing and feedback. Group feedback and record data on wall charts. Tell us something about book or paperback that you read. Rename unit. What might be a better name for this unit?

(Post-test)

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Tape Recorder

Maps of community

Newspapers

Books

Paperbacks

Periodicals

Polaroid camera and film

AUDIO VISUAL AIDS

Tape recorded classroom situations.

Film: "Can We Immunize Against Prejudice?"

Polaroid film shots of existing special service buildings in community.

Maps of community.

Books listed under student bibliography.

Paperbacks listed under student bibliography.

Newspapers: Local paper and Herald, Globe, Record-American.

Periodicals: Time, Newsweek, U. S. News and World Report, Urban World (AEP), Student Periodical.

FIELD TRIPS AND SPEAKERS

Field trips to special services buildings in community.

Resource speakers:

Representative of Spanish and Portuguese minority groups.

Representative of Model Cities project.

EVALUATION INSTRUMENT

Five quick associations with work Black, Portuguese, Spanish, Definitions of Race, Poverty, Prejudice, Minority Group, Model City.

1. Pre-test
2. Teacher observation of students' growth in attitudes recorded on chart.
3. Self-evaluation of growth in attitudes and skills daily
   Today's experience was good for me because . . . . . .
   Today's experience was bad for me because . . . . . .
   Organize sheets on one major checklist how many favorable and unfavorable experiences class had during this unit.
4. Lesson III used as pre-test and post-test.
5. Post-test five quick associations with word Black, Portuguese, Spanish. Definitions of Race, Poverty, Prejudice, Minority Group, Model City.
6. Finish this statement: This unit . . . did or did not change my attitudes on Race, Poverty, Community Involvement. Tell how or why your attitudes were changed. Have three different sheets.
7. Make alphabet chart: A is for attitudes to Z. See how many new terms can be uncovered regarding this unit.

STUDENT BIBLIOGRAPHY

Books:

Middle Graders:

Cohen, Robert. The Color of Man. Random House.

Rollins, Charlemae, Famous Negro Entertainers of Stage, Screen, and T.V.

Junior High:

Bontemps, Arna. Story of the Negro, Knopf, 1958.

Bowen, David. The Struggle Within Race Relations in the U.S.

Colman, Hila. The Girl from Puerto Rico. William Morrow, 1961.

Hughes, Laugston and Meltzer, Milton. A Pictorial History of the Negro in America.

Sterling, Dorothy. Mary Jane. Doubleday.

Paperbacks:

Scholastic Magazines, Inc., 902 Sylvan Ave., Englewood Cliffs, New Jersey 07632.

Grades 4-6:

Prejudice, a paperback book collection for middle graders about children and young people who encounter the many kinds of prejudice found in America today. Holt, Rhinehart and Winston, 383 Madison Ave., New York, N.Y. 10017.

Grades 6-9:

Impact Series

I've Got a Name	Cities
At Your Own Risk	Larger Than Life

Periodicals: Urban World. American Education Publicators, Middletown, Conn.

TEACHER BIBLIOGRAPHY

Bagdikian, Ben H. In the Midst of Plenty: The Poor in America. Boston: Beacon Press, 1964.

Ferman, Louis A., Kornbluh, Joyce L., and Haber, Alan, eds. Poverty in America: A Book of Readings. Ann Arbor: University of Michigan Press, 1965.

Goodman, Mary Ellen. Race Awareness in Young Children.

Hughes, Langston and Meltzer, Milton. A Pictorial History of the American Negro. (Metco Office).

Thomas, Piri. Down These Mean Streets. New York: Knopf, 1967.

Weaver, Robert C. Dilemmas of Urban America. Cambridge, Mass. Harvard University Press, 1965.

Paperbacks:

Boskin, Joseph. Urban Racial Violence in the Twentieth Century. Glencoe Press, 1969.

Kvaraceus, Gibson, Curtin. Poverty, Education and Race Relations.

One Year Later. Urban America, Inc. and the Urban Coalition, 1969.

Report on Task Force on Human Rights. NEA, Washington, D.C. 1968.

Wagstaff, Thomas. Black Power: The Radical Response to White America. Glencoe Press, 1969.

Periodicals:

As many as you can get your hands on.

PRELIMINARY UNIT

TITLE - WOULD YOU BELIEVE?

Grade: Twelve

Teachers Participating in Composition of Unit:

209

Aim:

To expose students to racist attitudes and propaganda techniques in persuasive writing. To carry this analysis over to political speeches and everyday conversations.

Attitudes and Values to be Achieved:

Recognition of one's own prejudices and willingness to consider points of view of others.

Rejection of racism in persuasive writing.

List Specific Behavioral Objectives to be Reached:

Recognition of attitudes, implicit and explicit, and propaganda techniques in composition and oral expression.

Critical and discerning judgment in evaluating leterature.

Individual problem-solving.

Role-playing.

Posing honest questions to oneself and trying to answer them.

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

General Aim:

To introduce a two week unit on attitude and language analysis

of racist literature.

Motivation:

Read aloud a passage from an early 20th Century Boston Globe denouncing the Irish. Having omitted all mention of the name of this group, ask the class to decide which ethnic group was described. Then show that it was the Irish.

Discussion:

Why did we think it was another group?
What does this passage have in common with passages discrediting other ethnic groups?

What is racism? What is racist literature?

Pre-test:

See "Evaluation Instrument"

TUESDAY:

General Aim:

To analyze several examples of blatantly racist literature.

Motivation:

Distribute, read, and discuss the following passage (without divulging its author):

"We cannot, then, make them (Negroes) equals ....I will say then that I am not, nor ever have been in favor of bringing about in any way the social and political equality of the white and black races--that I am not nor ever have been in favor of making voters or jurors of Negroes, nor of qualifying them to hold office, nor to intermarry with white people, and I will say in addition to this that there is a physical difference between the black and white races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together, there must be the position of superior and inferior, and I, as much as any other man, am in favor of having the superior position assigned to the white race."

(Abraham Lincoln in 1858--in Woodward's The Strange Career of Jim Crow, p. 21).

Discussion:

What is the author's viewpoint?

Is he direct or indirect in stating it?

What is the reason the author gives for his viewpoint?

How does he defend his reasoning?

How does he classify Negroes as a group?

How would you tear down his argument?

Reveal to the class the author of this passage.

Perhaps do the same analysis for one of Adolf Hitler's speeches against the Jews.

WEDNESDAY:

Mr. Kolack, or another representative of the B'nai Brith Anti-Defamation League, will speak about extremism and bigotry. Discussion following.

THURSDAY:

General Aim:

To outline several propaganda techniques of racist literature.

Distribute mimeographed passages of racist literature which are more subtle and indirect than the previous; e.g., speeches by George Wallace, Strom Thurmond, Black Power Groups, etc. (See "Teacher Bibliography").

Read and discuss the implications in each passage.

Outline some of the propaganda techniques of these passages:

1. Stereotyping
2. Skirting the issue
3. Appeal to emotion
4. Logical fallacies
5. Bad analogies, inconsistencies
6. Inadequate information
7. Glittering generalities
8. Bandwagon approach
9. Personal endorsement
10. Other

FRIDAY:

General Aim:

To create original situations in everyday life which illustrates racist attitudes and propaganda.

Divide class into small groups of two, three, or four members.

Two groups of two will prepare for a debate on desegregation of schools. One group will represent the integrationist viewpoint; one group, the segregationist viewpoint. (If desired, the ethnic groups discussed could be given imaginative names such as the Frisbians and Carterites). The debate will be held next Thursday (Day A).

Each of the other groups will select a situation to portray. The groups are to invite a small, three to ten minute, skit or vignette which illustrates a racist attitude or a propaganda technique. Suggested situations:

1. Parent-teacher-pupil
2. Pupil-teacher
3. Citizen-landlord
4. Three students
5. Politician making a speech - man in audience.
6. Two women gossiping
7. Two policemen - bystander
8. Other

Try to use the more subtle techniques and avoid name calling. These skits will be given Monday, (Day 6) in the form of a radio play.

MONDAY:

General Aim:

To evaluate the simulated situations and analyze the attitudes expressed.

By means of a tape recorded, have each group record its skit. Play back the tape, stopping after each vignette to discuss with the class the following:

What attitudes were portrayed? By which speakers?
Which propaganda techniques were used?
How could you challenge the speakers?
Which situations seemed the most natural? In other words, which opinions have you heard people express most frequently?

Assignment:

Read IN WHITE AMERICA

TUESDAY:

General Aim:

To read Martin Duberman's In White America which contains historical documents and articles pertaining to the race situation in America, past and present.

Assign parts to students and read the play aloud (as much as can be read in one period).

Assignment:

Pick one passage from what has been read for tomorrow. In one page analyze the attitudes implied in the passage and the persuasive language techniques.

WEDNESDAY:

General Aim:

To examine some passages from In White America and to complete reading the play.

Volunteers read the passages they chose and their analyses. Class discussion.

Finish reading the play aloud, taking parts and discussing it as it unfolds.

The class may wish to produce this play for themselves or for the school as a whole.

THURSDAY:

General Aim:

To bring together what has been studied concerning attitudes and propaganda techniques.

Student debate on school desegregation. Follow the rules of debating.

Class critique of debate. Emphasis first on attitudes and how they came across, and secondly on the persuasive devices used by each team.

Review of this unit:

1. Definition of racism and racist literature.
2. Several attitudes of those who are biased toward minority groups.
3. Propaganda techniques which enable the reader to "read between the lines."

FRIDAY:

General Aim:

To evaluate the unit in terms of students' recognition and analysis of biased statements.

See "Evaluation Instrument".

President of Morehouse College, Atlanta, Ga., and Mr. Charles Burton, Assistant County Agent, Greenville, Miss., present the Negro point of view concerning many aspects of racial prejudice at the present time. Each guest is interviewed by Dr. Houston Smith, Prof. of Philosophy, M.I.T."

FIELD TRIPS AND SPEAKERS

Mr. Kolack, Executive Director of B'nai Brith Anti-Defamation League.

Other suggestions:

A trip to the John Birch Society (395 Concord Ave., Belmont, Mass.). Perhaps it might be better to have a speaker visit the high school.

Speakers from other extremist organizations, such as the Black Liberation Front. Students would be asked to analyze the speeches in terms of attitudes and techniques.

OTHER SUGGESTED APPROACHES

Films (see "Audio-Visual Materials").
Students read novels and give reports or discuss in groups the attitudes expressed.

Role-playing. Students assume the roles of community officials, teachers, etc., or minority groups.

Writing essays on a particular political issue, avoiding racist attitudes and propaganda techniques.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

None at this time.

AUDIO VISUAL AIDS

Tape recorder, tape, and microphone.

Other suggestions:

Filmstrips (Available at Boston University Film Library):
OUR RACE PROBLEM (Two parts, twenty-nine mins. each), NET Film.

"Presents two points of view concerning the race problem in America. Mr. Harry Ashmore, editor of the Arkansas Gazette, Little Rock, outlines the liberal position; Mr. William Sumners, editor of Citizens Council Newspaper, Jackson, Miss., explains the conservative viewpoint. Host is Dr. Huston Smith, Prof. of Philosophy, M.I.T."

"Continues the discussion of the race problem in America from OUR RACE PROBLEM: Part 1. Dr. Benjamin Mays,

EVALUATION INSTRUMENT

The pre-test and the post-test contain the same statements. In the pre-test, the student is asked to state whether or not the statement shows racial bias. (Yes - No). In the post-test, the student is asked to discuss why the statement shows racial bias. e.g.:

	Pre-test	Post-test
1. Negroes naturally seem to lie and cheat.	Yes	Yes - glittering generality.
2. Statistics show that the majority of people on welfare do not have the motivation to work.	No	Yes - inadequate information. (Which statistics?)
3. Since Spanish-speaking people do more poorly in school than native Americans, they often have lower I.Q.'s.	No	Yes - logical fallacy.
4. Negro students would not be bussed to white suburban schools because, as the recent trend has gone, racial tension will become worse and riots will break out.	No	Yes - appeal to emotion; does not follow logically.

STUDENT BIBLIOGRAPHY

Any pamphlets or articles from extremist groups.

Duberman, Martin B. In White America. New American Library (Signet Books), New York, 1964.

Reference Book: Powdermaker, Hortence. Probing Our Prejudices.

TEACHER BIBLIOGRAPHY

Teacher Resources (Procedures)

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APPENDIX M

UNITS DEVELOPED BY

MEMBERS OF

THE LIVE-IN WORKSHOP

APPENDIX M
PRELIMINARY UNIT

Grades: Two and Three

Teachers Participating in Composition of Unit:

SUGGESTED CLASSROOM PROCEDURES

MONDAY:

Exhibit large street map in a city. Have children decide and draw the various types of dwellings on the streets in the city.

Problem Solving: A highway must come through this particular section of the city; therefore, the children must decide what buildings must be removed and what accommodations must be provided for the people. It is hoped that one of the suggested responses will be housing project - thus setting up a topic for investigation.

Make up a list of questions to be answered.
Take a walk to a housing project (tape noises, take pictures).
Talk with the manager to determine the number of families, facilities, etc.
Have the children draw what they saw.
City word chart.

TUESDAY:

Creative writing: Why I would like to live in a housing project.
Why I wouldn't like to live in a housing project.
Read compositions. (#2)
Discuss in terms of what they would li to see changed.

Problem Solving: Children work in groups to design a type of dwelling for a given number of dislocated families. Decisions will be based on Monday's experiences and the conclusions from #2.

This problem should be incorporated into a two week work project, making three dimensional structures using blocks, clay, etc.

WEDNESDAY:

Start scrapbook - compositions, drawings, clippings and pictures.

Work on projects.

THURSDAY:

Discuss with children the things they didn't like about the project. Write letter to manager to find out what groups are helping the project (Tenant's Council, Youth Maintenance Workers, Playground Helpers).

Work on projects.

FRIDAY:

Games - Crossword puzzle, bingo - relating to city words on the chart. Take time to help children with any problems they might be having with their model dwellings.

Discuss and relate to problems of the city.

MONDAY:

Story dealing with different peoples living together (ex. The People Downstairs by Rhoda Bachmeister).

Discuss the different ethnic groups in the project - list. Locate these ethnic communities on the city map.

Discuss briefly problems of the ghetto.

Discrimination - emphasize all people have a personal worth.

TUESDAY:

Refer to map used on Monday for location of ethnic groups.
Decide what major group(s) the children would like to study.
Library period - each group looks into this minority ethnic group in terms of origin, dress, language, food.

WEDNESDAY:

Field trip in the community where group being studied lives.
Purpose: Class observation and local speaker (ex. someone from the Black Community talks with the children about the customs, dress, and jargon of the people).
Art lesson relating to what was learned.

THURSDAY:

Film about an ethnic group (other than the one visited).
Discuss the similarities and differences between the two groups.

(One point to emphasize: similarities in needs like good housing, food, jobs, clothing, education).

FRIDAY:

Invite another class to share what was learned.
Make and finish exhibits: Scrapbooks, dwellings, pictures.
Give small talks.

PRELIMINARY UNIT

TITLE - FOCUS: POVERTY AND MINORITIES

Grades: Four and six

Teachers Participating in Composition of Unit:

102, 107, 108, 109, 123

Aim:

To teach children the reality and scope of poverty.
To teach children the reality and scope of minorities.
To expose both the myths and the truths of the interrelation of poverty and minorities.

Attitudes and Values to be Achieved:

To develop empathetic understanding of the problems of poverty.
To develop empathetic understanding of the problems of minorities.
To develop the idea that class or race categorization is not valid; individual human particularities may not be generalized.

List Specific Behavioral Objectives to be Reached:

A desire expressed by the children to learn more about these problems.
Spontaneous discussions begun by children without teacher leadership.
Observation of children interacting in group work.
A difference in attitude that all members of a group are alike derived in one way from the "game" of listing all the good and bad qualities of a minority.
Favorable results from open-ended stories.
Observation and notation of children's reactions when a member of our group used as a resource person sets up certain game

situations in which she will obviously discriminate against a group.
Appreciation of cultural differences by observation of pictures or situations without laughter.
Interest shown in assignments.
Appreciation of the fact that the poor do not have the sole responsibility for improving the conditions of the slums.
Favorable results from both written and performance tests.

SUGGESTED CLASSROOM PROCEDURES

Grade Four

MONDAY:

Show a picture of poor housing conditions, hungry and crying children. Elicit discussion. Bring about idea that if the children are dirty, why are they dirty? List characteristics of poor people. Begin a bulletin board on poverty. Maybe children's ideas and drawing, newspaper and magazine articles, or a combination.

TUESDAY:

Read a story about poor families. Shame of a Nation has stories concerning poor in Appalachia. Discuss stories and pictures in depth, concentrating on questions relating to three general areas; housing, education, and employment, or the lack of it. Examples of possible questions are: What are the disadvantages of this type of housing? What do you think it would be like to live in this type of house? What would be some of the problems in trying to study here? Can the people easily obtain other employment? Why, or why not?
Continue bulletin board.
Each child will select a book from the provided bibliography to read, write or tell a brief report at the end of next week.

WEDNESDAY:

View film, either "Anthony Lives in Watts" or "Jerry Lives in Harlem." This view of urban poverty is very different from rural poverty of yesterday, but there are some similarities which could be brought out. For example: amount of food available in house, condition of housing, and why it is like it is, amount of money available in house for repairs, what provisions there are for recreation in the neighborhood. The differences are type of community, jobs available, and race. If possible have as a speaker someone concerned with housing problems.

THURSDAY:

A discussion based on the relative aspect of poverty. That is, taking Portuguese immigrants and the poverty they felt in Portugal which is different from the poverty they may endure in the United States. Some reasons may be given here why the Portuguese are considered to be hard working. Some children in class may tell of differences in this country and the one from which they came. An appropriate filmstrip or story may be used here.

FRIDAY:

Start a discussion with "Suppose Anthony's (or Jerry's) family decided they could afford to move". What are some problems they may face in buying or renting another house in a better neighborhood and what problems may they face in getting a better job? Hopefully the discussion will include the idea of prejudice. Ask, "What do you think it feels like to be prejudiced against?" The following exercises should help in the understanding of prejudice. Teacher chooses a group with one similar characteristic, for example, blue eyes. All blue-eyed children must walk at the back of the lines all day, they must

sit at the back of the room and must be very quiet all day, only because they have blue eyes. Later in the day, the members of this group will be interviewed by others in the class who are interviewing these people for jobs and housing. Teacher should provide most of the dialogue. The end result would be that jobs and certain houses were denied to members of the group having blue eyes. By this time, the members of the group discriminated against may be so involved that when the teacher plays certain songs about freedom and civil rights, they will have a deep understanding of the meaning of the songs and they could relate their feelings to the rest of the class. If time permits, short selections from the book describing the children's feelings of those who were not allowed to enter the Little Rock schools.

MONDAY:

Bring all members of Friday's discriminated group again to the front. We will notice that they are not all alike, although all do have blue eyes; therefore, all people with blue eyes are alike, true or false? Another group; the only common factor is their black hair, therefore all people with black hair are alike, true or false? If teacher feels the need this could be carried out a few more times. When the teacher feels her point has been understood the filmstrip and record "Exploring the Myths of Prejudice" could be used.

TUESDAY:

Begin by reading "The Eyes of Mr. Lovides" which is a story about a Puerto Rican boy who feels he is going to lose his job because his new boss doesn't like him because he is Puerto Rican. A discussion following the story could be centered around the idea that one thing does not necessarily mean something else has to be.

Examples:

Poverty	Lawbreaker
Black	Fighter
White	Better
Black	Poor
White	Richer
Foreign speaking	Stupid

WEDNESDAY:

A discussion necessarily kept at the children's level concerning the organizations that are working to eliminate poverty and prejudice.

Examples: Job Corps, The New Urban League, Civil Liberties Union, O. I. C., Welfare, and the Welfare Mothers' Rights League. Also discuss why they think the Poor People's March was held, show pictures and read newspaper clippings of the march. Read the series of fictitious letters between a boy from Harlem, William Rogers, and his congressman.

THURSDAY:

Discuss recent and old Supreme Court Decisions concerning civil rights. Possible questions: Why are these laws of little meaning to some people, both the poor and the rich? Have they helped poor people or people belonging to minority groups at all? What does the Constitution mean to people of minority groups? Considering all the laws which exist, why is it still difficult for people of minority groups and some poor people to find a good house, or receive a good education, or earn a better than low salary?

FRIDAY:

This day may be used to complete any remaining work or to utilize any of the other suggested approaches which the teacher feels valuable for the understanding of the problems.

SUGGESTED CLASSROOM PROCEDURES

POVERTY - WHAT IS IT?

Grade Six

MONDAY:

Have children write four - six sentences explaining what they consider to be the nature of poverty. Consider: 1.) Who are poor? 2.) Are all people poor? 3.) Are you poor? 4.) Are certain people poorer than others? Break up into three groups and discuss results without teacher commentary or judgment. She should move among the three groups keeping the discussion on-going. The last part of the class should be spent in a cursory consideration of the two-fold aspect of poverty: physical and intellectual/emotional.

Assignment: Write a list of "requirements" for poverty. "Create" a person or family living within the confines of these requirements.

TUESDAY:

Pick up the discussion from yesterday. Do I know what it means to be poor? Have four children read their "requirements" for poverty. Branch off from these requirements to consider environment as the cause and/or product of poverty. What is environment? Consider home environment. The discussion should then move in the direction of recognizing the difference between urban and rural society and environment. Is there a difference between urban and rural poverty? The discussion

should very quickly be limited to a consideration of urban poverty. (Time limitations).

Assignment: Each child will be given a newspaper article and picture depicting poor services, poor living conditions, etc. They will be asked to comment on these in a short essay.

WEDNESDAY:

Does urban environment create poverty? Today we hope to see the city as a guage of social grouping and change. An example would be Beacon Hill in contrast to Blue Hill Avenue, Roxbury. In looking at the city, what groupings do we notice? The word "ghetto" need not be considered merely in its pejorative sense. The city is made up of many ghettoes: the ghetto of poshness as well as the ghetto of the physically poor. In the creation of the ghetto, consider man's need for security (both physical and psychological) as a direct cause for his living within a certain geographical area.

Assignment: Think. Do I live in a ghetto? What kind?

THURSDAY:

Beginning of two projects: 1.) Notebook of pictures and articles from magazines and newspapers provided by the teacher, as well as articles, etc., provided at home. 2.) Class project of building a scale model of a city. This should be a graphic presentation of "ghetto" society.

Assignment: Provided with cardboard, construction paper, etc. have the children begin the making of individual buildings, sections of the city, or geographical areas of importance. The notebook would be due on Thursday of the next week.

FRIDAY:

Half of today would be spent in introducing the concept of minority. Hopefully, this would stem from the discussion on

ghetto life. Why do people of similar cultural and language backgrounds live within a certain geographical area? By minority, am I referring to number? Who or what is a minority? Does poverty create a minority, or does poverty breed in minority living? If any time is left, it should be given over to working on the scale model of the city.

Assignment: Continue work on notebook.

MONDAY:

Name some minority groups. Do you belong to a minority group? How do you think it feels to be odd-man-out? What happens to a person who must always fight for acceptance? Read: The Fight by Richard Wright in At Your Own Risk (Holt, Rinehart and Winston, Inc.). Have group reactions to the story. Was this boy a member of a minority? Can you feel any of the frustrations which are with this boy daily? Prepare students for visit on Tuesday to Jonathan Kozol's Storefront Learning Center.

Assignment: Write a short essay on a particular minority: a people not accepted by the mainstream of general society. Why are they not accepted?

TUESDAY:

Field trip to the Storefront Learning Center. Two-fold purpose:

Visit and talk with children at the center.
Borrow a book from the center - related to understanding race and poverty.

WEDNESDAY:

Limit the discussion of minority to a consideration of the particular problems faced by Afro-Americans. To foster

class discussion, read excerpts from James Weldon Johnson's The Autobiography of an Ex-colored Man. (American Century Series: Hill and Wang) Pages 16-19. Break up into three groups and then reconvene for group evaluation of reactions to the reading.

Assignment: Remind students that their notebooks are due tomorrow.

THURSDAY:

Complete scale model of city. Discuss minority areas within the city, within the context of past discussions. What are some practical approaches to the problems of race and poverty in this city?

FRIDAY:

Conclude the program with a speaker who will represent an honest and realistic presentation of poverty and minority as he has experienced it. The speaker will be: Duke Nelson - a business man from Roxbury.

SUGGESTED STUDENT MATERIALS (SPECIFIC)

Books

- Text
- Resource
- Fiction

Scrapbooks
Maps of City
Maps of Appalachia
Construction Paper
Cardboard
Tempera Paint
Brown Paper; Oaktag

FIELD TRIPS AND SPEAKERS

Speakers

Herbert Alleyne	Unity Bank
Rev. Edward Blackman	South End Settlement House
Fr. Edward Butler	St. Mary's Church
James Howard	EdCo
Fr. Lancaster	Cuban Refugee Center
Elma Lewis	Fine Arts Center
Ronnie Loudd	Boston Patriots
Duke Nelson	Roxbury Businessman
William Owens	The New Urban League
Ted Parrish	So. End Tenant's Council
Margaret Serpa	Portuguese Community
Donald Sneed	Unity Bank
Earl Williams	Freedom Foods
Abid Haneaf	Manager of City Housing Development

Field Trips

Immediate community

Store Front Learning Center, 90 W. Brookline St.

Poverty Stricken and Affluent Communities; ex., East Boston, South Boston, South End, Belmont and Brookline

Unity Bank

Freedom Foods

EVALUATION INSTRUMENT

Observation of performance and reactions.

Responses to open-ended stories.

Racial attitude tests, numbers 1 and 2. Dr. Thomas Gillette, Western Behavioral Sciences Institute, La Jolla, California.

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American Book - Tell It Like It is, Van Nostrand

Baker. The Medicine Man's Last Stand.

Baruch, Dorothy. Glass House of Prejudice, Morrow.

Bond, Gladys Baker. Little Stories. Anti-Defamation League.

Bontemps, Anna. Famous Negro Athletes, Dodd, Mead.

Brown, Who Cares.

Buckley, Peter and Jones, H. Living as Neighbors, Holt, Rinehart, and Winston.

Clymer. My Brother Stevie.

Colman, Hilda. The Girl from Puerto Rico, Mayflower.

Eichberger. Call Me Bronco.

Fall. Wild Boy.

Fritz. Brady.

Gelman. Pro Football Heroes.

Gelman. Young Baseball Champions.

Gelman. Young Olympic Champions.

Hughes, Langston. First Book of Negroes, Watts.

Jackson. Call Me Charley.

Jacobs. A Chance to Belong.

Krasilovsky. Benny's Flag.

Larrick, Nancy. On City Streets.

Lenski. High Rise Secret.

Lerner, Marguerite. Red Man, White Man.

Martin. Trina.

Meadcroft. By Secret Railway.

Med. Books for Children. African Chief.

Scholastic Magazine, Inc. (Paperback).

Shotwell, Louisa. Roosevelt Grady, World Press.

Sterling. Freedom Train.

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Sterne. The Long Black Schooner.

Stolz, Mary. A Wonderful Terrible Time. Harper and Row.
Stolz, Mary. The Monday Friends. Grosset and Dunlap.
Tarry, Ellen. My Dog Rinty. Viking.
Whitney, Phyllis A. A Long Time Coming. Mayflower Book.
Wilson. Snowbound in Hidden Valley.
Young, Margaret, Watts, Franklin. The First Book of Negroes.

PRELIMINARY UNIT

Grades: Seven and eight

SUGGESTED CLASSROOM PROCEDURES

In considering the seventh and eighth grades, it is my assumption that rather than compose two completely different and distinct units, both grades may be treated from a single unit which allows a modest range of latitude. This, in my estimation, will provide a high degree of continuity between the two grades and will also allow the individual instructor to develop the unit in accordance with the abilities and backgrounds of his own particular class or classes. Slight differences, though, should be noted:

1. The publication "Poverty and the Poor," Washington Square Press, 1968, will be used as an assigned text in the eighth grade and will appear as a reference source in the seventh grade.
2. Use of audio-visual equipment will be limited in the seventh grade to the opaque projector since the time factor does not warrant otherwise.
3. The need for at least one field trip over the two year span is obvious, but should be reserved for the eighth grade and should include not only investigation of the so-called "ghetto" but also the apparently affluent areas. This, in hopes of giving a better perspective to the child , of his own placement.

4. Although both grades will be taught via an open discussion method, it is hoped that a more Socratic attitude will be followed by the teacher when dealing with the upper class.

Finally, it is my opinion that the material to be presented and examined is far too great to be dispatched in the allotted time of two weeks.

MONDAY:

Aim

To engender a knowledge of the scope and situation of poverty.

A. Examine the meaning of poverty (something lacking).
B. Present to class via opaque projector or other means pictures found on pp. 16, 17, 34, 24 and 92 of "Poverty and the Poor."

Suggested Topics

What forms of poverty are there...economic, intellectual, religious, etc.

Are any of these more well known or more familiar to us -- why?

Why is there poverty - if we know reasons, why don't we eliminate the reasons, thereby eliminating the poverty?

Without naming names, tell of person known to be poverty stricken.

Comment on: All persons who are poverty-stricken live in the exact same way.

Seventh Grade - A written assignment (length according to class) on one of the following: (child chooses)

Poverty is . . . . .
People who live in poverty are . . . . .
Poverty causes . . . . .
Poverty isn't really so bad because . . . . .

Eighth Grade - Begin reading of "Race and Poverty" to be concluded as soon as possible.

TUESDAY:

Aim

To classify or categorize the immediate community with respect to economic status.

A. Collection of written assignments.
B. Reminder of "Race and Poverty."

Suggested Topics

1. Are any of the discussed forms of poverty to be found in any surrounding community - what forms - how much?
2. Are any of the discussed forms to be found in our own community, what forms - how much?
3. What has caused these communities to become poverty-stricken?
4. Is our community the best (or worst) that can be thought of?

5.a "Yes" to No. 4 requires refutation to 5b.

5.b If ours is not the best (or worst) where is it then classified?

6. How do you think other people think of this community?

Seventh Grade - Precis one chapter from any one of the books found in the bibliography - due Friday.

WEDNESDAY:

Aim

To bring to light any apparently false conceptions.

A. Seventh grade ... use as a theme any of the inadequacies found in Monday's assignments, i.e. "poverty is black," 10% whites are poor, 90% blacks are poor," "poverty stricken people are feeble," "it should be stopped," "people in poverty live in filth and ignorance." (These were examples taken from a seventh grade that responded to the aforementioned questions).

B. Field trip to several ghetto and affluent areas (eighth grade) reminder of "Race and Poverty."

THURSDAY:

Aim

To place the information acquired up to this point on a more personal level.

A. Reminder of seventh grade precis.

B. Reminder of "Race and Poverty."

Suggested Topics

Poverty-stricken people must be different in some ways - what ways.

Thinking back to the earlier questions (do all poverty-stricken persons live under the same conditions and do any forms of poverty exist in our community and how do other people look at your community) how should we treat or act toward others -- how should others treat or act toward us.

Eighth grade - A written assignment (length according to class) on one of the following: (child chooses)

I have dwelt with poverty because . . . . .
The City has dwelt with poverty because . . . . .
The United States of America has dwelt with poverty because....

Use knowledge gained from "Race and Poverty."

FRIDAY:

Aim

To bring together all materials exposed and discussed and to seek any possible conclusions from these materials.

A critique of the seventh grade chapter summaries and of the eighth grade essays with the direction aimed at relating these considerations to the views expressed in conversation during the week -- what views, if any, have changed since the Monday discussions -- what views have not changed (an effort should be made to convey an impression that the examination of poverty is not being finalized, rather just summed up).

MONDAY:

Aim

To develop a general awareness of the more commonly known minorities.

A. Examine the concept or meaning of minority group (groups held together by some common bond, that have not been assimilated into the mainstream of American life). Definition is given only as a reference not as a rule.

B. Present a variety of pictures (no identification) of minority group members, i.e., Puerto Ricans, Catholic, Negro, Baptist, poor, Slavic, Jewish, etc.

(Some pictures may suggest several different minorities, ex. a poor Catholic Negro).

Suggested Topics

If each picture represents a minority group member, which minority does the person appear to represent - why?

Develop an "idea chart" about the minority groups mentioned (what have you heard about a particular group - good and bad). Example:

NEGRO

good	bad
musical	lazy
athletic	dirty
religious	loud
friendly	religious

Assignment: See if you can think of any additional minority groups.

TUESDAY:

Aim

To develop a general awareness of less known minorities.

A. Add to the "idea chart" any other minorities.
B. Categorize mentioned minorities (according to race, religion, etc.)

The assumption is made that most minorities given will be from a racial, religious or economic status.

Suggested Topics

Is there the possibility that other types of minorities (not more of the same type) exist.

Introduce more subtle classifications, i.e. finer religious

gradation, national origin, cultural orientation, common descent, etc. - add each of these new groups to the "idea chart."

What ideas, if any, do you have about the new groups?
Could a single person belong to several minority groups - how?
How many of us can identify ourselves as belonging to any one or several of these groups?

WEDNESDAY:

Aim

To bring to light some of the untruths about different minority groups.

Suggested Topics

Further develop the "idea chart."
Delve into any contradictions found in the chart.

NEGRO

good	bad
musical	lazy
athletic	dirty
religious	loud
friendly	religious

(Religious appears in both columns).

Why do such contradictions appear if all of our data is true?
Is there a possibility that our data is false?
Is our data fact or is it rumor?

Assignment - Poll friends, relatives, etc. to see if your views, with regard to minorities, are the same.

THURSDAY:

Aim

To clarify and eliminate some of the false impressions with regard to minorities.

Suggested Topics

Filmstrip, "Exploring the Myths of Prejudice," Warren Schoat Productions, Pleasantville, N. Y.

Assignment - (No names) Compose a theme from: (not lengthy)

In my estimation minority groups have . . . . .
Minority groups in the United States are . . . . .
Anything similar to this direction . . . . .

FRIDAY:

Aim

To clarify the fact that the population of the United States is made up of many minority groups with each having a right to an equal consideration of their wants and needs without interference by any other group.

A. Collect assignments.
B. Scan assignments for any existing obvious untruths.

Suggested Topics

Realizing that so many minorities do exist, which ones, if any, are superior to any others - why?
Have any minorities been more successful than any others - how - why?
Whereas everyone is either a member of a minority group or has had ancestors who were minority group members, how is it that some groups disregard the rights of others - is it right to do this?

How do your friends, relatives, neighbors, etc. feel about minority groups?

How do each of us feel about minority groups?

OTHER SUGGESTED APPROACHES

Have children take snaps of their community with camera provided by the school or by a business firm.

Exchange living.

Sentence completion - One new thing I have learned about:

a. Blacks
b. Puerto Ricans
c. Portuguese
d. Chinese
e. Poor people
f. One religion
g. Slavic

Play acting

Role-playing

Intensified guest speakers for everyday

Children make own tapes not just in school but in the city.

AUDIO VISUAL AIDS

Films, ex. One People (ADL)
Records, ex. Sounds of my City
Tape Recorder
Filmstrips
Opaque Projector
Maps
Visual Posters
Motion Picture Projector
Bulletin Board
Chalkboard
Descriptive Figurines
Cameras

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